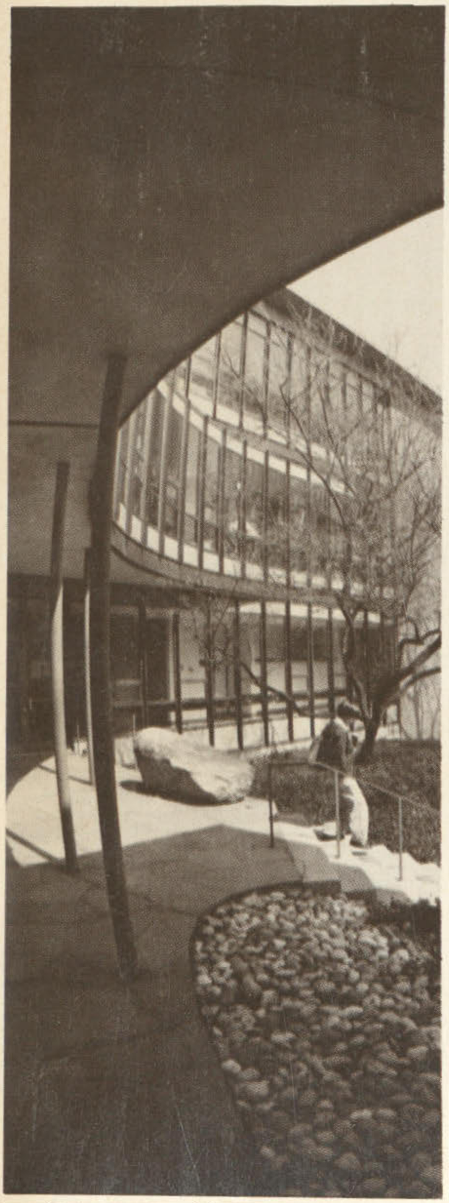
Lake Forest
COLLEGE
1980-81 Bulletin



LAKE FOREST COLLEGE CALENDAR 1980-81

FALL TERM 1980

August 29	Faculty Conference
August 31	New Students Arrive
September 1	Labor Day
September 3	Registration
September 4	Classes Begin
September 17	Last day for permissible change of registration.
September 17	Last day to register for credit/D/fail option.
October 29	Last day for approved withdrawal from a course, with an automatic "W".
October 30	Mid-term grade report due
November 27	Thanksgiving (no classes)
November 28	No classes
December 12	Last Day of Class
December 15-19	Final Exams
December 20-January 13	Winter Recess*

SPRING TERM 1981

January 12	New Students Arrive
January 13	Registration
January 14	Classes Begin for first 7½ week session and 15 week session.
January 20	Last day for permissible change of registration, and last day to register for credit/D/fail option in first 7½ week session.
January 27	Last day for permissible change of registration, and last day to register for credit/D/fail option in 15 week session.
February 10	Last day for approved withdrawal from a course, with an automatic "W", in first 7½ week session.
March 3	Classes end for first 7½ week session.
March 5-6	Final Exams, first 7½ week session.
March 7-22	Mid-Term Vacation**
March 23	Classes begin for second 7½ week session.
March 23	Classes resume for 15 week session.
March 24	Last day for approved withdrawal from a course, with an automatic "W", in 15 week session.
March 25	Mid-term grade report due
March 27	Last day for permissible change of registration, and last day to register for credit/D/fail option in second 7½ week session.
April 17	Last day for approved withdrawal from a course, with an automatic "W", for second 7½ week session.
May 5	Classes End, 15 week session
May 7-13	Final Exams, 15 week session
May 8	Classes End, second 7½ week session
May 11-13	Final Exams, second 7½ week session
May 16	Commencement

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*Residence halls and food service closed.
**Residence halls open and food services closed.

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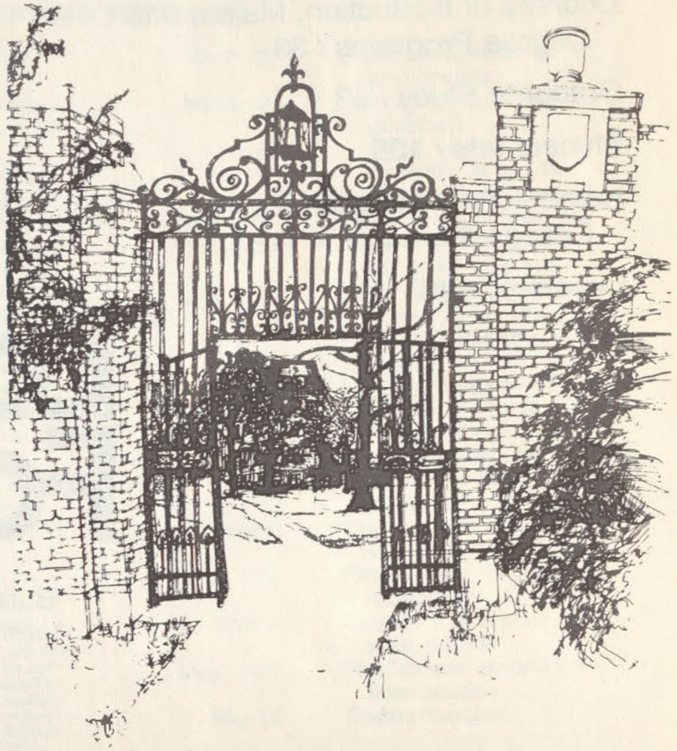
Lake
Forest

Bulletin for 1980-81

USPS 888-900

Volume 58, Number 3, Published four (4) times a year, in February, May, July, and November by Lake Forest College, Lake Forest, Illinois, and entered as second class matter in the Post Office at Lake Forest, Illinois, April 18, 1925, under an act of August 24, 1912.



Drawings by Hugh McMahon, Lake Forest

Lake Forest College — A Résumé

Lake Forest College is a community of people, brought together by choice and circumstance, whose common goal is to acquire, explore and evaluate human knowledge and culture, and whose common commitment is to the development of individuals for lives of leadership, service and personal fulfillment. Among the many elements which help the community to realize its goals are its rich academic offerings in the traditional liberal arts, its location amid the vast educational and vocational resources of greater metropolitan Chicago, and its stimulating human diversity of students and teachers. Lake Forest has chosen to be a small college where personal relationships are possible and often close among faculty and students. It is an environment in which students acquire both general knowledge and fundamental skills. They learn through study and experience to think accurately, to evaluate ideas, and discriminate among values; and they are allowed to direct their studies, if they choose, toward particular careers.

Lake Forest enrolls approximately 1,000 students. It is independently governed, co-educational, and accredited at the undergraduate and the master's level. The 107-acre campus is in the township of Lake Forest on Chicago's North Shore.

While the primary goal of the College is to provide undergraduates with an excellent liberal arts education, Lake Forest has traditionally accepted the challenge of serving the needs of the community. The Continuing Education program and the Master of Liberal Studies program serve the educational needs of the North Shore Community, while the Wood Institute for Local and Regional Studies provides a public forum for the discussion of wider community concerns.

The campus is twenty-five miles north-east of O'Hare Airport via the Tri-State Tollway, about an hour on the airport bus, much less by car. Downtown Chicago is roughly the same distance away: the drive south on U.S. 41 and Interstate 94 (Edens and Kennedy Expressways) takes less than forty-five minutes; the more scenic route, following Sheridan Road along the lake shore, takes about an hour, as does the superb commuter railroad, The Chicago and Northwestern. The campus is a short walk or cab ride from the railroad station which is located in downtown Lake Forest.

The College's location gives it therefore the best of the rural and the urban worlds. There is quiet, safety, cleanliness, and natural beauty in Lake Forest, and the additional intellectual, cultural, and educational resources of the nation's second largest city are close by. Students and faculty have easy access to the libraries and personnel of Northwestern University, The University of Chicago, Chicago Circle Campus, The Art Institute, The Newberry Library, Chicago

Public Library, and nearby Barat College. The Chicago Symphony, Lyric Opera, Goodman Theater, and the Museum of Contemporary Art are merely a few of the best known of literally scores of cultural institutions which make Chicago a national center of music, drama and art. The Museum of Science and Industry, Field Museum of Natural History, Adler Planetarium, Shedd Aquarium and Argonne National Laboratory are available to our students both informally and for some course work.

The Campus

Founded by visionary Presbyterians as Lind University in 1857, Lake Forest originally contained both a co-educational university and a secondary school. The latter, Lake Forest Academy, became a separate institution in the early 1900's and the university, which had hitherto offered both baccalaureate and advanced degrees, began to concentrate on a traditional undergraduate curriculum of the liberal arts. A number of buildings survive from the late 19th century period of the college's history. Moore Hall on the South Campus, now a residence hall, was then a part of Lake Forest Academy, as was North Hall on the Middle Campus, which is now the main administration building. Also on Middle Campus are Patterson Lodge, the admissions building which was named after the first president, the Reverend Robert Patterson, and College Hall where in 1876 post-secondary education at Lake Forest began. The North Campus took shape in the 1890's with the building of Durand Institute and the Lois Durand residence hall. Durand Institute, designed by Henry Ives Cobb, opened originally as a branch of the Art Institute of Chicago but it has been by turns a theatre, classroom and administration building. The newly renovated Durand Institute reopens in the fall of 1980 and returns to its original status as an art center, housing faculty offices, the Sonnenschein Gallery, studios, and lecture rooms for the Art Department, as well as classrooms, offices and seminar rooms for the Music, Religion, and Philosophy Departments. Lois, as it is known, remains a residence hall, reserved for women students.

To the beginning of the College's second period of growth, the early 1900's, belong several buildings on the Middle Campus. Two of them have English Gothic exteriors: Reid Hall, the college's library until 1965, now a modernized classroom building; and the Lily Reid Holt Memorial Chapel with its windows of Tiffany glass. The two Middle Campus residence halls, Harlan and Blackstone, were built in the English Tudor style, as was Durand Commons, with its beamed and oak-panelled hall, the setting of the annual madrigal dinners. To this same period belongs Carnegie, a brick building with a Dutch Enlightenment facade, built to house the natural science departments.

In the 1960's a third building drive responded to the needs of an increasingly sophisticated faculty and curriculum, and an expanded student body. On Middle Campus in 1961 the science departments moved into a large new complex, the Johnson Science Center, which includes the circular Freeman Science Library. 1965 saw the completion of the Donnelley Library, to accommodate the growing collections of books, pamphlets, microfilm and manuscripts in the humanities and social sciences. At the same time a new large dining hall and cafeteria were added to Durand Commons, which became a coffee shop and lounge.

The early sixties also witnessed the development of South Campus, where Moore Hall (vacated by Lake Forest Academy in the 1940's) was joined by two new residence quadrangles, and where a fully equipped Sports Center, complete with Olympic-size pool, basketball arena, racquetball, handball and squash courts, saunas, locker-rooms, and exercise rooms, was built next to its predecessor, now converted into an ice rink.

The most recent architectural changes have been the refurbishing of the aforementioned Durand Institute and the early 20th century Tudor-style Hixon Hall, on South Campus, which now contains a modern, highly flexible studio theatre, recently named the Allan Carr Theatre, the home of the Garrick Players.

The College continues to be related to the Presbyterian Church in the United States of America and is independently governed by an elected Board of Trustees.

Academic Highlights

A liberal arts school, fully accredited by the North Central Association of Colleges and Secondary Schools, Lake Forest College strives to take advantage of its size in educating students.

Small classes and independent research opportunities allow for maximum exchange of thoughts and ideas between students and faculty. In such an atmosphere of learning, attitudes are challenged, intellectual honesty is preserved, and humanistic values developed. Education at Lake Forest College is characterized by an informal but demanding association between student and professor.

The liberal arts curriculum is enhanced by off-campus study programs in which many students participate. Such options include a term abroad in Greece, internships in businesses and governmental agencies, a marine biology program in the Bahamas, and the various cooperative study terms offered by the Associated Colleges of the Midwest, a consortium to which Lake Forest College belongs. Further, cooperative degree programs have been established with Washington University for engineering students, with Rush University for nursing and medical technology, and The University of Chicago in social work.

The College's curriculum is still further enhanced through the establishment of an undergraduate institute which combines traditional liberal arts courses with a heavy emphasis on internship experiences, leading to exploration of specific careers or graduate studies upon graduation. The Robert E. Wood Institute serves students who plan to pursue careers in public and private planning, public safety, social service, and local government.

The Faculty

Central to the fulfillment of the College's mission is the distinguished Lake Forest faculty. More than eighty-five per cent of the College's full-time teaching faculty hold doctoral degrees. They are active as productive scholars, researchers and critics, and many have been recognized nationally as outstanding educators, as Phi Beta Kappa, Fulbright and Woodrow Wilson scholars, as fellows in academic societies and institutions. As scholars they have published many books, numerous articles, and are the recipients of significant awards; as researchers they have earned more than one and a half million dollars in grants since 1966.

More important, however, is the fact that Lake Forest faculty members like teaching on the undergraduate level. There is no back-up pool of graduate assistants. There are no arbitrary restrictions that consign freshmen to one set of professors, upperclassmen to another. All faculty are equally accessible.

Smaller class size is important, too. Student/faculty ratio is approximately 12:1, a happy condition that permits informality and flexibility in both content and teaching form. Students participate in a natural way in the give and take of discussion and the interchange of opinion. The opportunity to take part, to be heard, is a valued aspect of the liberal arts at Lake Forest.

All professors also counsel individual students in their curricular programs as faculty advisors. Students, therefore, profit from the teaching skills and personal interest of the faculty, and they also enjoy the benefits of studying under nationally prominent scholars.

The Students

The College seeks diversity within its student body, economically, geographically, and ethnically. More than forty states and twenty foreign countries are represented. But the diversity of the College community is more than the geographic and previous educational background of its students. It is also the broad range of personalities. A student at Lake Forest is accepted as an individual, with particular intellectual and personal talents and needs. For each individual the College is a place to study, work, enjoy and live.

The students participate in a variety of activities. They join the faculty in the governing of the College through participation on committees and representation on the Board of Trustees. Student writers and performers take part in the student FM radio station, student newspaper, literary magazines, yearbook, College Choir and theatre groups. Honorary societies in biology, drama, foreign languages, psychology, chemistry, and physics enjoy active student participation as do other special interest clubs. In athletics, the College provides physical education for interested students and organizes a comprehensive intramural and intercollegiate athletic program complemented by a sizeable sports complex. All have equal opportunity to take advantage of the richness of the College's programs.

The Academic Program

Lake Forest College has opened its curriculum to an imaginative philosophy of education: namely, that no two individuals have the same educational needs and goals, and no two individuals have the same strengths, capacities, motivation or preparation. Each individual wants something distinctly personal from a college education. Accordingly, there are no specific distributional requirements at Lake Forest College. Each student is expected to compile a total of 32 course credits for graduation with the B.A. degree and to meet the special requirements of a major.

The College reaffirms its commitment to a broad education as embodied in the liberal arts. A graduate who represents the educational ideals of Lake Forest College will have studied a broad range of ideals, cultivated competence in communication and quantitative discipline, had significant exposure to the sciences, humanities and social sciences while completing requirements for a major in an academic department or an interdisciplinary program. It is and will continue to be the aim of the College to promote these ideals while allowing freedom of choice for the student in choosing his or her course of study, subject to the approval of an advisor. Students can choose majors of the traditional type, in one or more of eighteen departmental fields; they can cross departmental lines, combining courses and blocks of courses to give them new comprehensive skills or to capitalize on those they already have. They can create interdepartmental majors of their own or select from a number of formal interdisciplinary majors designed by the College and supervised by faculty committees. In addition to a major, they can also incorporate into their own personal programs one of the various interdisciplinary course sequences, such as Ancient Mediterranean Civilizations, Black Studies, and Women's Studies. Some students are now choosing to participate in cooperative degree programs with professional and graduate schools, spending two or three years at Lake Forest before completing their programs, for example in engineering or nursing, at the cooperating school.

Toward the close of the freshman year the candidate for the degree of Bachelor of Arts is asked to select a departmental major or, as an alternative, to choose an interdisciplinary major. The departmental majors offered are:

Art History
Biology
Business
Chemistry
Computer Studies
Economics
English
French
German
History
Mathematics
Music
Philosophy
Physics
Politics
Psychology
Sociology and Anthropology
Spanish

The interdisciplinary majors are:

American Studies
Area Studies
Behavioral Sciences
Comparative World Literature
Environmental Studies
Health Services
Humanistic Inquiry
International Relations
Local and Regional Studies (The Robert E. Wood Institute)
Scientific Inquiry

Students interested in teaching can gain Illinois State Certification through the Education Department, in addition to pursuing a regular major.

Calendar

Course work at Lake Forest College is scheduled into a calendar of two 15-week semesters, running September through December, and January through May. Students normally take four course credits a semester (i.e. equivalent of 16 semester hours). In the fall semester all courses run for 15 weeks, but in the spring semester roughly one third last 7½ weeks and are offered in each of two consecutive short terms, January to March, and March to May.

Students may take various combinations of 15 and 7½ week courses in the spring: for example, two 15 week courses concurrently, along with two 7½ week courses consecutively. But the calendar offers even greater flexibility in that it enables upperclassmen to pursue intensive off-campus experiences during either of the 7½ week terms in the spring, and to spend the other term on campus enrolled in regular courses. The off-campus experiences may include a full-time internship or the ACM Humanities Seminar Program in Chicago. In this way students can enjoy a valuable off-campus experience for college credit without sacrificing a whole semester or a summer in the process.

A seven-week summer session offers a number of basic and special courses, some seven weeks in length, but many three and one-half weeks. Students may take one or two courses of either type, but not a combination of a seven week course and a three and one-half week course.

Academic Advisement

Great importance is attached to the advising system at Lake Forest College. While a student's special academic needs and objectives determine the precise course of study in a given term or year, it is the advisor's responsibility to ensure that each individual course plan reflects the ideals of a broad liberal arts education.

Each new student is assigned a faculty advisor at the outset who assists with program planning, course selection, registration, academic difficulties, personal problems, and career choices. A freshman student keeps this advisor at least for the duration of the freshman year, but often longer. After choosing a major field of study, the student selects a faculty advisor in the chosen discipline, who assists in drawing up a program of courses in the major field and other relevant areas, and who provides necessary guidance throughout the student's undergraduate career.

FRESHMAN STUDIES

During their first year, Lake Forest students have the option of combining traditional introductory courses in various disciplines with special courses designed mainly for freshmen, for the development of important skills. Among these are English Composition, Writing on Special Topics, and Freshman Seminars.

In a Freshman Seminar a small group of students explore with one or more faculty a basic issue in human nature or culture from various intellectual perspectives. The seminars place special emphasis on group discussion, oral and written presentations by students, and research techniques and analytical skills. Courses entitled Writing on Special Topics combine the teaching of a particular subject matter of limited scope with the teaching of writing, providing students with an introduction to a topic of intellectual concern and with practice and guidance in essay composition. English Composition is devoted exclusively to the development of the fundamental skills of written composition.

None of these courses is required; all are for credit. For descriptions of this year's topics, see pages 34-36.

INDEPENDENT STUDY

Independent Study, under the guidance and supervision of faculty members, offers challenging opportunities for investigating areas beyond the limits of formal courses. A student may engage in independent study for credit, given the availability and approval of a faculty member competent in the chosen subject matter. There are various types of independent study:

A **tutorial** is a directed reading course on a special topic not covered in a listed course; the student discusses the reading with the faculty supervisor at least once a week, and usually writes a number of short reports or papers. One recent tutorial dealt in depth with John Donne and his contemporaries; another focused on human sexual behavior. Freshmen may take a tutorial during any term after their first, but students may take no more than four tutorials, and only one per year.

A **Research Project** is more specialized and usually more advanced than a tutorial, requiring greater independence and originality on the part of the student, who conducts scholarly research with a view to producing a substantial report in the form of a term paper or report. Among projects recently undertaken were Multinational Corporations in Japan; Thomas Jefferson in Historical Biography; Advanced Holographic Interferomentry. Juniors and Seniors are eligible to undertake Research Projects. The maximum allowed toward graduation is four: two per semester, but no more than three per year.

A **Senior Thesis** is original scholarly research undertaken in the student's senior year, usually over more than one term. The research culminates in the presentation of a formal written dissertation, which is evaluated by a faculty committee who also examine the student in person. Outstanding theses are awarded Thesis Honors at graduation. Theses have been recently written on such topics as The Relationship between Women's Studies and the Dramatic Arts; Attitudes toward Friendship: a Psychological Study; and Migration and Income Disparity: a Demographic Analysis of Internal Migration in Canada. Senior Thesis may be undertaken for up to three course credits, no more than two of which may be taken in the same semester.

A **Creative Project** is an independent course of work, under faculty supervision, in a creative medium such as painting, fiction, sculpture, poetry, photography, or music. Creative Project credits are limited in the same way as tutorials.

Students may count a total of seven Independent Study credits, including Internships, toward graduation. They must arrange each Independent Study program before the end of the previous semester by submitting a written proposal (form obtainable from the Registrar) signed by the relevant faculty, to the Dean of Faculty for final approval. See the Registrar for detailed information.

THE COLLEGE SCHOLAR PROGRAM

An independent study experience is the primary component of the College Scholar Program, which enables qualified and motivated students to design and pursue an individual degree program, in the junior and senior year, focusing on

a particular topic or theme rather than on a single academic discipline.

In the past, College Scholars at Lake Forest have examined, among other topics, medieval studies, social thought, Theatre and Creative Writing, and Culture in Urban Society.

The College Scholar Program emphasizes self-determination for its students. The responsibility for initiative in the Program lies with the student, beginning with presentation of his or her case for admission to the Program.

In the Spring term applications are invited from students who will be juniors by the end of the Fall term of the following academic year. Admission is determined by the College Scholar Committee. See Student Handbook.

PRE-PROFESSIONAL AND CAREER PREPARATION

Lake Forest College recognizes the need to integrate the ideals of a liberal arts education with professional and career preparation. The College offers its students many career and professional options, including:

EDUCATION: Lake Forest College prepares students for careers in teaching at the primary, elementary, middle school/junior high, and high school levels. Courses leading to Standard Elementary and Secondary Certification in Illinois are offered.

Special emphasis in the Secondary Certification program is being given to the training of effective teachers for middle school/junior high school. Details are given in the Education section under Departmental Majors on page 73.

ENGINEERING: Students who wish to combine a liberal arts education with instruction leading to a degree in engineering may participate in the 3-2 cooperative program between Lake Forest College and Washington University in St. Louis, Missouri. During their three years at Lake Forest College these students will be advised by a member of the faculty in the Physics department and will meet regularly with a representative of Washington University. They will spend the last two years in the program on the Washington University campus. Students successfully completing the program will receive both a B.A. degree from Lake Forest College and a B.S. degree from Washington University. See page 49.

LAW: The pre-law advising program, through close personal attention and advice, and through regularly scheduled meetings with members of the profession, helps students decide whether a legal career is the best profession for them. The pre-law advisor offers counsel on applying to law schools and on the range of law schools most suitable for each student. There is no specific pre-law pattern of course work at Lake Forest College; the basic four-year course of study is appropriate undergraduate training for future lawyers. Advisor: Mr. Ebner.

MEDICINE: Students preparing for careers in medicine, dentistry, or veterinary medicine may major in any academic field provided their courses of study include the necessary science courses to insure adequate preparation for the professional schools of their choice. Generally, these required science courses include a minimum of one year in biology, two in chemistry, and one in physics. The Health Careers Advisory Committee* schedules interviews each year with students in this field to assess their programs, their progress, and to advise them on preparing themselves for admission to the appropriate professional schools. In addition, each student planning a career in the medical sciences will be assigned his or her own advisor from the natural sciences faculty, with whom close contact is maintained throughout the undergraduate career.

NURSING: Lake Forest College has established a cooperative program with Rush University in the field of nursing. Rush's Medical Center is the center of a comprehensive cooperative health delivery system serving some 1.5 million people through its own resources and in affiliation with eight community hospitals in northern Illinois. Students entering this program will spend their first two years at Lake Forest College and their last two years on the Rush University Campus. Upon completion of the program they will receive a B.S. degree in nursing from Rush College of Nursing. See page 50.

MEDICAL TECHNOLOGY: Lake Forest College has established a cooperative program with Rush University in the field of medical technology. Under this arrangement students spend their first two years at Lake Forest College and their last two years at Rush College of Health Science. Upon successful completion of the four-year program students will receive a B.S. degree in medical technology from Rush College of Health Science. See page 50.

PUBLIC SERVICE: The Wood Institute of Local and Regional Studies was created to enable students to understand the complexities of metropolitan life as a prelude to graduate school and professional careers. The Institute program combines the traditional liberal arts courses and a heavy emphasis on internship experiences in a program designed to lead to career opportunities after graduation as well as to graduate work. Students with a major in Local and Regional Studies may pursue careers in public and private planning, public safety, criminal justice, and local government. The major is also a good background for those wishing to take advanced degrees in law, planning, public administration, social work, community development, and business.

SOCIAL SERVICE ADMINISTRATION: Students who wish to become professionals in the fields of social treatment and social development, one option directed more toward counseling and assistance, and the other more toward community program administration, may be able to participate in a Three-Two cooperative program between Lake Forest College and The University of Chicago. In this program students attend Lake Forest College for three years followed by two years in the School of Social Service and Administration of The University of Chicago. The plan enables successful students to earn a Bachelor of Arts degree from Lake Forest College and a Master's degree from The University of Chicago in a total of five years. See page 51.

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*Committee Chairperson: Mr. Coutts.

OFF-CAMPUS STUDY

Study opportunities in off-campus settings have traditionally enriched the curricular and extra-curricular options of Lake Forest students. Those who have been able to take advantage of such opportunities invariably found that they presented new perspectives, valuable facts and fresh ideas. Off-campus study may take a student abroad, to other parts of the United States, or no further than the city of Lake Forest in the case of some internships.

Internships and Practicums

A department or interdisciplinary committee arranges off-campus internships and practicums. The internship program is intended primarily for students who have had at least two years of course work, and for whom the internship is a chance to work in a practical professional way at a subject area studied previously on a theoretical level, in academic courses. Students may count up to four internship credits toward graduation, but no single internship can be for more than two credits.

Under the internship program, Lake Forest students work for academic credit in businesses, social and governmental agencies and other institutions both in the Chicago area and elsewhere during either of the 7½ week Spring terms and during the Summer term. In recent years, students worked — and studied — for Housing and Urban Development (HUD), the Better Government Association (BGA), several United States Senators, a Chicago alderman, the cities of Lake Forest and Highland Park, Lake Forest Hospital, the First National Bank of Lake Forest, Standard Oil of Indiana, Planned Parenthood Association, and the Columbia Broadcasting System (CBS). One student wrote for publication on work done with pottery collections at the Field Museum of Natural History in Chicago. Another worked with reporters on the staff of the Chicago Tribune investigating corruption in Chicago health systems, and developing a health proposal with a Chicago alderman for the Lakeview area of the city; another developed a disaster plan for the town of Gurnee, Illinois, which was subsequently used during a serious flood.

Internships and Practicums have been developed primarily under the

Departments of Politics and Economics and the Wood Institute for Local and Regional Study; the Departments of Psychology, Sociology and Anthropology, and Art have participated significantly in the program as have the Departments of Mathematics, Biology, Chemistry, History, and English.

Program Leaves

A student may enroll during the Fall and Spring semesters for one course at another institution while remaining registered at Lake Forest for that term. If approved by the student's advisor, the program must be checked with the Registrar to assure transferability of the work. If the work is satisfactorily completed (i.e. with grade of C or better in each course) and the credits transferred to Lake Forest College, the student will be reimbursed for the cost of the tuition at the other institution up to the cost of tuition at Lake Forest College for the same period.

Lake Forest Courses Offered Off-Campus

To meet the changing needs of its students the College will offer two off-campus programs in 1980-81. In addition, the off-campus program director, Mr. Speros, makes available to students information about quality non-Lake Forest programs which might be useful in special cases.

MARINE BIOLOGY: The Biology Department offers a Marine Biology program during the College's spring semester. Students in the program spend the first part of the course on campus in academic preparation for the trip and spend the second part at the facilities of the Bahamian Marine Station on San Salvadore Island. Credit: One course credit. Application Period: during pre-registration of the preceding May. Program advisors: Mr. Louch, Mr. Weik.

SPRING SEMESTER IN ATHENS: The College conducts a semester of unified study of the ancient Aegean world from the Minoan to Byzantine periods, with a concern for understanding the artistic and archaeological materials in their historical, cultural and geographical setting. Classes are held at historical and archaeological sites and museums. Study in Athens is supplemented by extensive group travel and study to (a) Minoan Crete, (b) Mycenaean Argolid, and Pylos, (c) Classical Delphi, Olympia, Corinth and elsewhere, and (d) Byzantine sites in Salonika, Northern Greece, and Meteora. Credit: 4 courses. (See descriptions for Ancient Mediterranean Civilizations, 201-204, pages 44-45.) Prerequisites: Ancient Mediterranean Civilizations 100 or two courses in a combination of art history and ancient history or archaeology. Program Advisor: Mr. Cole.

ACM Cooperative Programs

Lake Forest College is a member of the Associated Colleges of the Midwest, a consortium of thirteen distinguished colleges in five states: Beloit, Carleton, Coe, Colorado, Cornell, Grinnell, Knox, Lake Forest, Lawrence, Macalester, Monmouth, Ripon, and St. Olaf. By working together these colleges have expanded greatly the off-campus study opportunities for their students. When participating in some of these programs, usually as juniors, Lake Forest students meet with their counterparts from other ACM colleges. Credit is provided by Lake Forest College. Applications to any of the ACM programs must first be approved by Lake Forest College.

ARTS OF LONDON AND FLORENCE: The Arts of London and Florence program (winter/spring only) provides a broad introduction to the arts for the non-specialist student, drawing upon the cultural resources of the two cities to explore the historical and contemporary richness of Western civilization. Students spend eight weeks in each city, with a one-week break between the two segments of the program for individual travel. Course work in art and architecture, drama, and history or literature is supplemented by frequent visits to museums, galleries and the theatre, short field trips to other areas of England and Italy, and discussions with local scholars. Length of program: February-May. Eligibility: sophomores, juniors, seniors. Credit: 4 course credits. Application deadlines: March 15 for early applications, October 15 final deadline. Campus program advisor: Ms. McKeon.

CHINESE STUDIES: The Chinese Studies program provides an unusual opportunity for students interested in Chinese language and culture to combine academic study with firsthand experience. The program offers one or two semesters of study at the Chinese University of Hong Kong and a seven-week session in Taiwan. In addition to Mandarin or Cantonese language instruction, students may choose elective courses ranging from contemporary Chinese political thought to traditional painting and calligraphy. The Taiwan session, designed to complement and enrich the Hong Kong experience, provides another perspective, beyond Hong Kong, on Chinese culture and society. Intensive Mandarin language study and a seminar on Taiwanese society are combined with frequent field trips in Taipei and throughout the island. In Hong Kong, students live in dormitories with Chinese roommates; in Taiwan, housing is arranged with Chinese families in Taipei. An ACM/GLCA program, in cooperation with the Yale-China Association. Length of program: September-December (fall), January-April (spring) and May-June. Eligibility: Sophomores, juniors and seniors. Credit: 4 course credits per semester. Application deadlines: March 15 for all semesters. Campus program advisor: Mr. W. R. Smith.

FLORENCE: The Florence program (fall only) offers serious students of art, history, Romance languages and the humanities an opportunity for intensive study among the legacies of the Renaissance. Students' understanding and appreciation of the richness of Florence's artistic and cultural heritage is facilitated by Italian language instruction and courses providing historical context and a broad perspective on Italian contributions to world civilization. Course work is supplemented by frequent visits to museums and galleries, short field trips to other cities throughout Italy, and discussions with local scholars. This academic immersion in Italian Renaissance culture is enriched by the students' personal immersion in the life of modern Italy, since each student will spend some of the time in Florence living with an Italian family. Length of Program: September-December. Eligibility: Junior and senior majors in art, history, modern languages or humanities. Italian language highly recommended. Application deadlines: October 15. March 15 final deadline. Campus program advisor: Ms. McKeon.

GEOLOGY IN THE ROCKY MOUNTAINS: The Front Range, High Great Plains and adjacent mountain ranges serve as classroom and laboratory for the study of the geologic history of the Rocky Mountains in this introductory field course. For pre-freshmen as well as currently enrolled students, Geology in the Rocky Mountains is designed to integrate course work and extensive field experience so that students learn through direct exposure to the geologic environment. Frequent field trips from the program's Colorado Springs base provide the opportunity to examine a wide range of varied rock types, minerals and fossils, geologic structures and landforms. This on-site exposure is reinforced by written reports, lectures, discussions and laboratory sessions. Length of program: June-August. Eligibility: All students, including entering freshmen, no previous background in geology is required. Credit: 2 course credits. Application deadlines: April 15 for currently enrolled students, May 20 for entering freshmen. Campus program advisor: Mr. Martin.

INDIA STUDIES: The Indian subcontinent, home to almost one-sixth of the world's population, provides a rich and complex background for the study of non-Western civilization. After an intensive orientation term, including language study, at one of the ACM colleges, India Studies participants spend six months in Poona living with Indian families. At once traditional and highly industrialized, Poona is an excellent place to observe the interaction of tradition and modernity that characterizes India today. Students will be enrolled in the University of Poona, where they will continue language instruction and choose four other courses, and also complete the independent study projects begun during orientation. In addition to the formal academic program, a variety of extracurricular activities is available — music and dance recitals, field trips to nearby cultural sites such as the Ajanta and Ellora caves, and religious festivals. Length of program: April-December. Eligibility: Second-semester freshmen, sophomores and first-semester juniors. Credit: 8 course credits. Application deadlines: April 15 for early applications, November 15 for final deadline. Campus program advisor: Mr. Louch.

JAPAN STUDY: After a summer orientation including intensive language study in a mountain village setting, a seminar on contemporary Japanese life and culture, and homestays with rural families, students spend six months at Waseda University's International Division in Tokyo. In addition to language study (required) and electives chosen from a wide range of Asian studies courses taught in English, students participate in an ongoing weekly seminar on Japan and also pursue extended independent study projects in the humanities, natural or social sciences. A family living experience in Tokyo provides an informal education in Japanese culture and is in many ways the dominant feature of the program, offering total immersion in Japanese life. A GLCA/ACM program. Length of program: July-February. Eligibility: Sophomores, juniors, seniors. No Japanese language study required for acceptance, but two semester hours or the equivalent must be completed before departure. If this requirement cannot be met on the home campus Earlham College in Richmond, Indiana, offers an intensive two-credit session in June. Credit: 8 course credits for full year, correspondingly less for eight-month students. Application deadline: February 20. Campus program advisor: Mr. W. R. Smith.

NEWBERRY LIBRARY PROGRAM IN THE HUMANITIES: One of America's great research libraries provides the setting and materials for this program of individual and cooperative research in the humanities. Students attend seminars, meet with resident scholars, and conduct their own examinations of selected topics or historical periods, using the Newberry Library's outstanding collections. In addition to the semester-length fall seminar, students may enroll in one month seminars on selected topics during the winter/spring. From January through August students may also pursue independent study under the direction of faculty members from their own colleges, for any time period suitable to their needs. Students may also choose to participate in research library tutorials designed to provide practical experience and academic training in such areas as bookbinding, modern manuscripts and rare books, local and family history, and Renaissance studies. An ACM/GLCA program. Length of program: September-December (fall seminar) for 4 course credits; January-May (month-long seminars) for 1 credit per month; variable periods (independent study and tutorials for variable credit). Eligibility: Juniors, seniors, exceptionally qualified sophomores. Application deadlines: April 1 for fall seminar and early applications to short-term seminars and tutorials, December 1 final deadline for short-term seminars and tutorials. Campus program advisor: Mr. Grossman.

OAK RIDGE SCIENCE SEMESTER: Designed to allow undergraduates to study and do research at the frontiers of current knowledge, the Oak Ridge Science Semester places qualified students as junior members of research teams engaged in long-range intensive investigations at Oak Ridge National Laboratory located near Knoxville, Tennessee. Participants devote most of their time to research work in the biological, engineering, mathematical, physical or social sciences. In addition, each student chooses one course from among a variety of advanced academic courses and participates in an interdisciplinary seminar designed to expose students to new ideas in their major fields and related disciplines. This academic program is enriched in informal ways by guest speakers, departmental colloquia, and the special interests and expertise of the ORNL staff. A GLCA/ACM program. Length of program: September-December. Eligibility: Upperclass majors in biology, chemistry, physics, mathematics or social sciences. Credit: 4 course credits. Application deadline: February 15. Campus program advisors: Mr. Schmidt (natural sciences), Mr. Helgens (social sciences).

STUDIES IN LATIN AMERICAN CULTURE AND SOCIETY: Studies in Latin American Culture and Society (fall only) is an interdisciplinary program designed for students who wish to gain a comprehensive understanding of life in Latin America and to develop their facility in the Spanish language. This program, focusing on the humanities and social sciences, is planned to take full advantage of its Costa Rican setting. Course work in language, literature, geography, anthropology, development strategies and cultural change provides insights which are reinforced by group field trips and a two-week period of individual field work in the country's provinces. Language study is stressed as the key to in-depth understanding of the culture. In San José and its environs, students live with families both to improve their language ability and to enable continuous, personal involvement in the life of a Latin American community. Length of program: September-December. Eligibility: Sophomores, juniors, seniors, with at least one year of college level Spanish. Credit: 4 course credits. Application deadlines: November 15 for early applications, March 30 final deadline. Campus program advisor: Mr. de Pedro.

TROPICAL FIELD RESEARCH: The Tropical Field Research program (winter/spring only) is designed for advanced work in the natural and social sciences. Costa Rica embraces ten ecological zones, all within a day's travel of the capital, ranging from tropical rainforests and savannas to temperate highlands and near tundra. This diversity of natural settings supports an extraordinary variety of plant and animal life and provides rich research opportunities for students of tropical biology and ecology. Man's historical and contemporary use of this terrain offers an equally broad range of study topics for students of anthropology, archaeology, economics, geography, history, political science and sociology. Students prepare for their research work during a month-long orientation which includes intensive language training and a review of field work methodology. Their field study may be integrated with an ongoing multidisciplinary project or may be undertaken independently under the supervision of a faculty advisor. Length of program: February-June. Eligibility: Sophomores, juniors, seniors, with prior course work in the proposed research discipline and at least one year of college-level Spanish. Credit: 4 course credits. Application deadline: March 30 for early applications, November 15 final deadline. Campus program advisor: Mr. de Pedro.

URBAN EDUCATION: The Urban Education program introduces student teachers and those interested in bilingual education or such service-oriented professions as counseling, social work, and art or music therapy to the unique aspects of urban schools and urban children. Chicago's myriad instructional options provide work placements in a variety of settings: inner city or suburban, traditional or innovative, Montessori or Gestalt, bilingual or special education. The program provides a background of support for student teachers through a series of resource workshops, seminars and discussion groups; emphasis is placed upon exploring each individual's strengths and weaknesses as a teacher. Length of program: Fall or spring semester; interim or block-length option. Eligibility: Those seeking certification are expected to have fulfilled their college's prerequisites for student teaching; previous experience working with young people is desirable for all. Credit: variable. Application deadline: April 15 for fall, November 1 for winter and spring. Campus program advisor: Mr. Tierno.

URBAN STUDIES: The social, cultural and economic forces which shape American cities — urban renewal, a political machine, youth movements, pollution, the daily press, the poor, high culture and mass culture, the corporate elite — are all present in Chicago. In the Urban Studies program, students begin to understand the magnitude and complexity of an urban center by studying, working and living in Chicago. Formal study in seminars on urban issues, a core course involving all program participants, and independent study projects are augmented by supervised internships, through which students may gain a valuable understanding of work and contribute to the life of the city and its people. Length of program: September-December, or February-May. Eligibility: Sophomores, juniors, seniors. Credit: 4 course credits. Application deadlines: April 15 for fall, November 1 for spring. Campus program advisor: Ms. Eskilson.

WILDERNESS FIELD STATION: The ACM Wilderness Field Station is located on remote Low Lake in the Superior National Forest. It lies just outside the Boundary Waters Canoe Area, offering students an exceptional opportunity for direct observation of northwoods nature. Much of the field work in this lakeland wilderness is done on canoe trips, involving paddling, portaging and camping under primitive conditions. The base camp's well equipped laboratories and herbarium enable students to supplement their field study with the latest analytical techniques. Courses in botany, vertebrate zoology, aquatic biology, behavioral zoology, physiological ecology, wetlands ecology, and ornithology are offered during the two month-long summer sessions, along with environmental biology for non-science majors and an independent study option. Length of program: June-July, July-August; or both. Eligibility: One college-level biology course or its equivalent is required for all courses except environmental biology, for which one college-level biology course is recommended but not required. Credit: 1 course credit per session. Application deadline: March 1. Campus program advisor: Mr. Louch.

WOMEN IN MANAGEMENT: This summer program serves to introduce talented juniors to graduate study in management and to the world of business at a time when such experience can have real impact on their career planning decisions. Selected interns spend the summer in Chicago, working full time, taking a graduate level course in business administration at the Keller Graduate School of Management, and participating in a seminar planned to deal with the problems and opportunities specific to women in managerial careers. Internship assignments are designed to include management level responsibilities. Each intern is granted a fellowship which includes a cash stipend, full tuition and books, and housing for the summer. Length of program: June-August. Eligibility: Juniors, selected on the basis of academic excellence, leadership and professional promise. Credit: Optional Internship credit to be arranged. Application deadline: February 15. Campus program advisor: Ms. Riger.

YUGOSLAVIA: For over a thousand years a dividing line and scene of confrontation between east and west, Yugoslavia presents a fascinating setting for the study of nation-building and contemporary world affairs. The Yugoslavia Program enables firsthand study of this historical legacy and of the patterns of development which have created in Yugoslavia a unique economic system and a multi-ethnic communist society. Based in Zagreb, a major cultural center in the northwest, the program includes intensive language training and course work at the University of Zagreb, field trips and homestays with local families. Courses will cover such topics as: Industrialization and social change; art and society; and international relations and the political system. Length of program: August-December. Eligibility: sophomores and juniors. Credit: 4 course credits. Application deadline: April 1. Campus program advisor: Ms. Moodie.

WASHINGTON SEMESTER PROGRAM

In this program, American University in Washington, D.C., cooperates with Lake Forest College in providing qualified students with an opportunity to study the U.S. government in action. Students live in the nation's capital, participate in a special two credit seminar, carry out individual research projects designed in part on the home campus, and in addition either enroll in a relevant course at American University or work as an intern in a government department or agency. The seminar, taught by American University faculty, exposes students to the whole range of governmental and political activity, largely through meetings and discussions with officials, politicians and lobbyists on Capitol Hill rather than in the classroom. The project and internship provide opportunities for in-depth study of an aspect or department of the national government and bureaucracy. The Program is worth four courses of credit; upperclassmen with some course work in Political Science, but not necessarily majors, who are interested in studying the working life of the nation's government should discuss the program with the Lake Forest College advisor, Mr. W. R. Smith.

CONTINUING EDUCATION FOR ADULTS

Lake Forest College takes a special interest in serving the adult community of the North Shore through the Office of Community Education. Regular course offerings of the College are open to members of the community for credit or may be audited, and a number are scheduled at afternoon or evening hours which are convenient for adults. In addition, the College offers a number of non-credit programs in areas of general interest.

The Office of Community Education provides academic counseling for non-traditionally aged students. Individuals who meet the admission requirements established by the faculty committee on community education may take courses for college credit in individually tailored programs on a part-time or full-time basis. The Office of Community Education does not award degrees; in order to receive a Lake Forest College degree, students must take their last eight courses as regularly enrolled students but college courses taken before formal admission can be counted toward the degree.

Community Education students are invited to make use of the College's newly expanded Writing Center, on the ground floor of Donnelley Library, which offers tutorial help to students who wish to improve their writing abilities.

For more information on adult programs, call or visit the Office of Community Education in North Hall, Room 100.

MASTER'S PROGRAM IN LIBERAL STUDIES

Lake Forest College is first and foremost an undergraduate institution. It is, however, accredited by the North Central Association of Colleges and Schools at the Master's level and it offers a single graduate program in liberal studies, leading to the master's degree. This program is designed for those who have completed a bachelor's degree and who are concerned with their ability to organize conceptually the social, scientific, and humanistic dimensions of the world of the late twentieth century. For additional information on the structure of the program and course listings, please see page 53. Director of the Master's Program in Liberal Studies, Mr. Zilversmit; Associate Director, Ms. Moodie.

COOPERATION WITH BARAT COLLEGE

Lake Forest College joins with nearby Barat College in offering certain programs jointly, and in coordinating offerings in some academic departments. Both colleges are on the semester system, which facilitates cross-scheduling. A student at Lake Forest may, upon the approval of his or her advisor, register for up to four semester hours in a given semester at Barat College, for which full Lake Forest credit will be granted. Such registrations are made at the Office of the Registrar of Lake Forest at the usual time of registration.

Lake Forest students travel to Barat, one mile away, primarily for additional coursework in the creative arts — dance, ceramics, painting — and women's studies. Barat students register at Lake Forest primarily in the sciences — biology, chemistry, physics. A bus shuttle service between the two colleges operates regularly each day.

Barat College also offers lectures and cultural programs to which students of Lake Forest are invited.

RESEARCH AND LEARNING RESOURCES

College Libraries

The Lake Forest college faculty believes that library research within courses and on special projects is essential to the development of a well-rounded, independent intellect. As a result, the College's collection of 240,000 books and documents and 920 current periodicals are heavily used, and students acquire considerable sophistication in library use and research techniques which serve them well not only as undergraduates but also later in their professional careers.

The College is located on the perimeter of one of the great library centers of the world, and its library program is able to combine strong traditional on-campus collections with easy access to the extensive research holdings of Chicago and North Shore area libraries. While the bulk of undergraduate teaching is supported by the vital core collections in the College's own modern facilities, a substantial part of the learning on campus is supported by research material brought to the campus through inter-library exchanges, or available for use in major research collections in the metropolitan region. Both faculty and students carry on research at the Newberry Library, the John Crerar Library, the Art Institute, and Chicago Historical Society, and the libraries of the many

Chicago area universities. Loan materials are obtained through the College's participation in the Illinois State network and in five other complementary library systems and periodical banks. Lake Forest College's library patrons will soon have access via computer, to the collections of the University of Illinois libraries and 13 others which are in the process of building a shared circulation system. In addition, the College's collections are being developed in coordination with the Lake Forest Public Library and the Barat College Library, whose combined 120,000 volumes are within walking distance of the campus.

A recent development of the library's concern for students and faculty's library-use skills is a program of instruction coordinated by the librarians, funded by the National Endowment for the Humanities and the Council on Library Resources. One outgrowth of this program has been the first comprehensive effort by a liberal arts college west of the Atlantic Coast to experiment with on-line data base index searching, which exposes Lake Forest students to the type of retrieval techniques which dominate scientific and business information gathering and have a growing impact on the humanities.

The DONNELLEY LIBRARY, constructed in 1965, houses the bulk of the College's collection. Basic support for course work and the research of students and faculty is provided by a core collection of books and journals in the humanities and social sciences, supported by a well-equipped reference and bibliographic center and a microfilm reading room.

Worthy of special mention is the Treasure Room in the Donnelley Library which provides a comfortable home for the principal items in the many large and small collections of landmark and special books donated to the College by friends, faculty, and alumni. Among those collections, which provide the material for a regular schedule of exhibitions in the library's display cases, are three large gifts of special note: the Hamill Collection of over 6,000 rare and important books in the humanities, given by the late Mrs. Alfred E. Hamill of Lake Forest; the Scotiana Collection of 3,000 volumes of materials for the study of Scottish history, art, literature, music, genealogy, and printing, donated by the late R. Douglas Stuart of Lake Forest; and the library of Garrett Leverton, the College's drama director in the 1920's, of nearly 5,000 volumes of plays and material on the development of the theatre in this country. Two collections on railroad history, some 6,000 items in all, have come to the College in recent years: the library of Elliott Donnelley in 1976 and the collection of Munson Paddock in 1977.

The THOMAS O. FREEMAN SCIENCE LIBRARY, built in 1961, serves the reference and research needs of the Departments of Biology, Chemistry, and Physics. This attractive facility, in which there is particular emphasis on abstracts, journals, and reference works, is located adjacent to the classrooms and laboratories of the Johnson Science Center, and provides easy information access for students and faculty alike.

The combined holdings of these two facilities amounts to some 185,000 volumes; 55,000 government documents; 24 drawers of pamphlets; 920 currently received periodical titles; 8,000 reels of microfilm and 12,000 other microforms. Approximately 6,000 volumes are added to the College's library collection annually.

Art Gallery

Starting in the fall of 1980 the Sonnenschein Gallery will be in the newly refurbished Durand Institute. The Gallery is the scene of monthly exhibitions during the academic year. Centering on the works and interests of the Art Department, the Gallery each year displays faculty and student work, selections from the College's art collection, the work of contemporary Chicago area artists, photography, and — most likely — a traveling exhibition.

Representative of the exhibits mounted during the 1979-80 season are:

—Paintings and Drawings by Martyl
—Drawings by Joan Robertson
—Drawings by Steven Luecking
—Paintings and Drawings by Raquel Fábrega, the distinguished Spanish artist
—Paintings by Alex F. Mitchell, Professor of Art History and Chairperson, Department of Art, Lake Forest College

Exhibits are coordinated with teaching and study interests in the department of Art and Art History and other departments.

The College's art collection consists mainly of prints and drawings, such as the Sonnenschein Study Collection of several hundred European drawings and a variety of prints, largely of the nineteenth and twentieth centuries.

Audio-Visual

The A. D. JOHNSON AUDIO-VISUAL CENTER in the Donnelley Library is the focal point of the college's audio-visual program. From here is circulated a wide range of equipment (VTRs, projectors, tape recorders) and tapes for music and language programs. Several thousand tapes and recordings support these programs.

In addition to the Center, audio-visual facilities and collections are located conveniently in various buildings and departments. The well equipped Music Department record collection is supported by up-to-date, superior sound equipment. The Art Department has 60,000 slides. The Reid and McCormick auditoriums are well equipped for film showings, as are many regular classrooms.

The Writing Center

Located in the lower level of Donnelley Library building, the Writing Center offers individual help to students who wish to improve their writing, whether it be organizing a short paper, writing a lab report, polishing a research paper, or preparing for an essay exam. Lake Forest's Writing Center is not a clinic; it works with students on all levels of writing competency — those needing help with grammar and punctuation as well as those wanting to make stylistic improvements in their papers. Staffed by the Composition Advisor and trained student tutors, the Writing Center offers help both during the week and on weekends.

The Writing Center is one of the main features of the College's expanded writing program. One of the major purposes of the program is to ensure that good writing is an acknowledged goal of all courses in which writing is part of the course-work. To this end faculty and students have their own copies of the Lake Forest College Writing Manual, written by members of the faculty, and are encouraged to refer to it wherever appropriate. The faculty have taken part in a two-day conference on student writing, and a Steering Committee is engaged in finding ways to increase and improve instruction in writing in courses throughout the curriculum. Writing Center Director and Composition Advisor: Ms. Guenther.

The Computer Center

The computer supplements and enriches many courses, including some in the Departments of Mathematics, Physics, Biology, Chemistry, Economics, Politics, Psychology and Sociology/Anthropology. It is used by faculty and students for research and by students in independent studies.

The College owns a Digital Equipment Corporation PDP 11/40 and operates it as a time-shared system. The capabilities are frequently upgraded; in fact, the central processing unit will be replaced in December 1980 by a new, faster one, the PDP 11/44. The system currently supports thirty-five terminals (including three with graphic capabilities) placed in four different buildings on campus. Located in the Computer Center in the basement of Donnelley Library building, there are three disc drives, a card reader, two line printers and a magnetic tape drive. All computer users in the college community have access to terminals twenty-four hours per day seven days a week.

The staff of the Computer Center, which includes students, encourages use of the system through easy access to terminals, offers non-credit mini-courses to orient would-be users; provides consultation services for all users; offers help with statistical computations, document preparation, program writing and even for game playing. The College is benefiting from a three-year program funded by a $250,000 grant from the National Science Foundation, to expand the computer facilities, increase classroom and laboratory use of computers, and develop faculty and student expertise in computer capabilities.

REGISTRATION

Each spring students enrolled in the College pre-register for the next academic year. New students have an opportunity to indicate their course preferences during the summer preceding their entrance to the College. Such course choices, including the spring pre-registration plans, are formally completed during designated registration periods in September. All registration forms must be signed by the student's faculty advisor before they can be accepted by the College's Registrar. Additional days are set aside, prior to the spring semester, for the purpose of confirming registration plans, or making changes in those plans. A fee of $3.00 is charged for late registration or late changes. All students must validate their registration for the fall and spring semesters; failure to do so may result in a cancellation of registration.

ADVANCED PLACEMENT

Students who have successfully completed Advanced Placement courses and taken the appropriate examinations provided by the College Entrance Examination Board may apply for college credit for this work. Grades of "3", "4" or "5" on the examinations entitle students to credit. Grades of "1" and "2" do not entitle students to credit. Each department reserves the right to set its own criteria for advanced placement. For more specific information, contact the department chairperson concerned.

CREDIT BY EXAMINATION

If a student feels able to meet the requirements of a regular course without attendance at class meetings, he or she may request permission to pass the course by examination. The student must have the consent of the instructor and the approval of the Dean of the Faculty, and the instructor may make requirements in addition to the examination when these seem appropriate to the subject. Credit earned by examination will not receive a letter grade. Normally, the regular course fee will be charged for credit by examination.

NORMAL COURSE LOAD, CREDITS, AND FULL-TIME STATUS

A normal course load is four (4) course credits per semester, but a student may choose to take any load between three (3) and four-and-one-half (4½) course credits. An overload is anything in excess of 4½ credits in a given semester*. With the permission of the advisor, a student may register for an overload if the total is not greater than five (5) course credits in any semester. Combinations of 15-week and 7½ week courses may be taken, but no more than two 7½ week courses may be taken at one time, no more than three (3) course credits in 15 week courses may be taken at the same time as one 7½ week course and no more than one course credit in a 15-week course may be taken at the same time as two 7½ week courses.

A student has full-time status if he or she is registered for at least a three course credit load (12 semester hours) per semester.

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*For the tuition fee for a course overload, see page 142.

In the fall of each year, students register for a full course load for the entire year, unless they are seniors needing less than a full course load to graduate on time.

ACADEMIC STANDING

A student will be classified as a sophomore if the student has completed 7 course credits by the beginning of the second year in college, as a junior if he or she has completed 15 course credits by the beginning of the third year, and as a senior if the student has completed 24 course credits by the beginning of the fourth year. A total of 32 course credits is required for graduation.

The record of every student is reviewed by the faculty at the end of each term, and a student who is not making satisfactory progress toward a degree will be subject to academic dismissal. In general, a student who fails three course credits in a given year or who fails a course credit while he or she is on academic probation may be subject to dismissal.

A student may be placed on academic probation by the Dean of the Faculty or the Academic Appeals Board as a warning that he or she is in danger of academic dismissal. Usually the student will be placed on academic probation after failing two course credits in a given academic year.

GRADES

The College employs an A, B, C, D, F grading system. The A grade is awarded for work of clearly outstanding quality. The B indicates "superior", C "satisfactory", D "marginal". Courses in which a student receives a D grade normally count toward graduation, however, no more than 20 percent of a student's Lake Forest College credits counting toward graduation may be D grades, and the departments may require a grade of C or better in courses prerequisite to more advanced work. A course for which the D grade is received may be repeated for the purpose of improving the grade, but not for additional credit. F indicates failure. Repetition of a course will not remove the original grade, but both grades will be recorded.

With the approval of their advisor, students may choose for each course the option of receiving a notation on the transcript of "credit" to indicate a grade of C or better. With this option, grades of D, F, W, and WF would be recorded on the transcript as usual. Application for this option and for changing back to letter grades must be made before the end of the first two weeks of the semester, or before the end of the first week of classes during 7½ A or B.

Grade reports for failing, barely passing, or incomplete work are issued for all freshman students at midterm. Final grade reports are sent to students at the close of each term.

Incompletes: A student who is prevented by illness from completing the requirements of a course may, on the initiative of the instructor, receive a grade of I (Incomplete). The student must complete the appropriate assignments and deliver them to the instructor no later than the end of the first week of classes of the Spring semester, if the I was received at the end of the fall semester, and no later than one calendar week after the close of the Spring semester final exams, if the I was received in the Spring semester. Instructors are required to turn in the revised grade to the Registrar by the tenth day of the grace period. Extensions of the deadlines require the special permission of the Dean of Faculty. If the Registrar does not receive a revised grade by the appropriate deadline, a grade of F will be recorded in place of the I.

X Grades are awarded at the initiative of the instructor, when a student who has been doing passing work or better in a course unexpectedly fails in a final assignment. The student has the same amount of time to redo the assignment, or its equivalent, as for an Incomplete, but the revised grade cannot be higher than a D.

THE DEAN'S LIST

The Dean's List recognizes students who have achieved distinguished academic records. It is compiled at the end of each academic year. Only Lake Forest College course credits are counted. To be selected for this honor, a student must have received during the year at least six graded course credits, the student must have received no more than two credits on the Credit-D-Fail option, and the student must have attained a grade point average during the year of at least 3.6.

COURSE CHANGES AND COURSE WITHDRAWALS (see pages 140-141)

In order to change from one course to another after Registration a student must file a Change of Registration form. *If this is not done failure in the course will be recorded.*

Withdrawal from a course:

a. *Load Reduction From 4½ or Above to No Fewer than 3 Courses*
Since the nomal course load is defined under the semester system as from 4½ to 3 courses, students may, if circumstances require and the academic advisor approves of the withdrawal in writing, adjust from 4½ courses (or more if the student has previously registered for an overload) to as low as 3 courses, with the following consequences:—
   i. Within the first two weeks of the semester, the withdrawal will be regarded only as a permissible change of registration. Only the courses in which the student remains registered will appear on the transcript.
   ii. In a 15 week course after the end of the second week, but before the end of the eighth week, or in a 7½ week course, after the end of the first week but before the end of the fourth week, withdrawal of this type will result in a W on the transcript (unless medical withdrawal is authorized—see below).
   iii. After the end of the eighth week of a 15 week course or of the fourth week of a 7½ week course, withdrawal will result in either a W or WF depending on the instructor's evaluation of the student's progress. No student may withdraw from a course after the last day of classes (i.e. during the exam week).

All such withdrawals, although falling within the normal load range, will be reviewed as a matter of course by the Dean of Faculty before being processed by the Registrar. *There are no refunds for reductions within the normal course load.*

b. *Reduction of Load to Less Than 3 Courses*
A full-time resident student will not normally be permitted to reduce his or her course-load to less than 3 course credits in any one semester.

c. *Medical Withdrawal*
If a student is advised by his or her attending off-campus physician or other appropriate off-campus health care professional to withdraw from one or more courses (but not from the College) after the first two weeks of the semester, or after the first week of a 7½ week course, the student may apply to the Dean of the Faculty for Medical Withdrawal from the relevant course(s).

Applications of this type must be made in writing to the Dean of the Faculty and must be accompanied by the signed statements from the attending off-campus physician or other appropriate off-campus health care professional. After application has been made, students may, at the Dean of Faculty's discretion, receive a grade of MW instead of W or WF.

For course changes which do not fall within the normal full-time student range of 3-4½ course credits, please see information sheet regarding additional charges and/or refunds in the Business Office.

COURSE AUDITING

Students who wish to acquaint themselves with a subject without receiving credit may audit courses, with the permission of the instructor. Auditors are not subject to the requirements of the course, but their participation in the course should be serious. Full-time students need pay no audit fee; for part-time students the charge is $170 per course. Examination for course credit will not be permitted in an audited course.

CLASS ATTENDANCE

Because classroom activities are intended to assist students in the learning experience, it is expected that they will attend class sessions. Each member of the faculty has the prerogative of establishing specific attendance regulations which, in his or her opinion, are best suited to the course.

LEAVES OF ABSENCE

A student who wishes to be on leave of absence may request from the Dean of Student Affairs a leave for a minimum of one-half an academic year and a maximum of one academic year. It may be renewed on application. Academic dismissal will cancel a leave of absence already approved, and a student on leave will be allowed to return without further review of status if at the time of return he or she is in good standing according to the standards then in force. Credit to be transferred must be approved by the student's advisor, the Registrar and, in the case of foreign study, by the Academic Appeals Board.

Any financial deposit or financial aid deadlines which apply to students currently enrolled apply as well to students on leaves of absence.

WITHDRAWAL FROM THE COLLEGE

A student who finds it necessary to withdraw from the College must confer with the Dean of Student Affairs and file a withdrawal form. Failure in courses will be recorded for a student who does not withdraw in this manner. Rules governing refunds to students who withdraw are discussed in the section, College Expenses. The actual date of withdrawal is the date on which the withdrawal form is filed with the Dean of Student Affairs Office.

MEDICAL WITHDRAWAL FROM THE COLLEGE

Students may apply to the Dean of Student Affairs requesting permission to withdraw for certifiable medical reasons. The notation MW (Medical Withdrawal) is to be allowed only where the Dean of Student Affairs judges that serious illness (i.e., illness for which the student is placed under the care of an off-campus physician or other appropriate off-campus health professional) requires the student to leave the College for proper treatment and convalescence.

Application for a Medical Withdrawal must be made as soon as is practical after the attending off-campus physician or other appropriate off-campus health care professional recommends withdrawal. Such application must include a letter from the physician or other appropriate off-campus health care professional explaining (a) the reason for the student's withdrawal and (b) specifying the date at which the student came under his or her care for that illness.

Financial consequences of Medical Withdrawal are the same as those for Withdrawal from the College. See College Expenses, page 141.

REQUIREMENTS FOR GRADUATION

A total of thirty-two course credits is required for graduation. Of these at least eight, but not more than fifteen, must be taken in the student's major field. No student may take more than fifteen credits in any discipline. If a student chooses an interdisciplinary major in place of a departmental major, more than the minimum of eight may be required, but the upper limit of fifteen still applies with respect to the courses within one discipline. It is required that twelve of the last sixteen credits be Lake Forest College credits and it is required that the last four credits, with the exception of credits earned during internships, be earned on campus. A grade of C or better must be earned in at least eighty percent of the Lake Forest course credits counting toward graduation. Exceptions to these rules can be granted only by the Academic Appeals Board.

The requirement that a grade of C or better be earned in eighty percent of the Lake Forest College credits counting toward graduation will apply only to those students graduating in spring 1982 or later and will apply only to those courses taken in fall 1980 or later.

While no specific distribution of courses is required within the electives outside the major, students are urged to choose their courses carefully, keeping in mind that breadth of background as well as concentration in one field of interest is an essential ingredient of a liberal arts education. Certain courses require proficiency in mathematics and/or foreign languages. All students are expected to have competence in the use of the English language and to exhibit it in all their oral and written work.

GRADUATION WITH HONORS

Graduation with Honors at Lake Forest College may be achieved in the student's major field. It is based on a clear demonstration of superior mastery of the subject, and on the ability to do outstanding scholarly work on a senior thesis, as judged by the examining committee. If the Senior Thesis is found to be an outstanding and original piece of research, Senior Thesis Honors will be awarded regardless of whether the student is graduating with Honors in his or her major field of study. (In exceptional circumstances a well-documented senior research project or imaginative creative project may be a substitute for the senior thesis, provided all members of the departments involved give their unanimous approval.) See Lake Forest College Student Handbook for complete requirements.

PRIZES AND AWARDS

The College community honors and rewards the outstanding achievements of its students and faculty by acclaiming them in public and by awarding them significant prizes at its annual Fall and Spring Convocations.

In keeping with the dignity and College-wide importance of the convocations, only the most outstanding achievements are to be honored in this way. Prizes are not awarded to the best students in a given graduating class, but to those students who have proved themselves genuinely outstanding by absolute rather than relative standards. Each prize is to be a distinguished and valuable reward commensurate with the occasion and with the prize-winner's achievement.

Such distinction and value are embodied particularly in the prizes endowed and donated by friends and alumni of the College to perpetuate their ties to the academic community. These awards, presented at the Fall and Spring Convocations, collectively express and celebrate not only intellectual and personal excellence but also the special, enduring relationship between present and past generations of Lake Forest College. Outstanding students in academic areas for which there are no endowed or donated prizes are honored out of the College's own prize fund for graduating seniors.

Awards and prizes other than those referred to above are presented at departmental gatherings or at chapter meetings of the respective honor societies.

The endowed and donated prizes are: the McPherson Prizes given in English, philosophy, foreign languages, and dramatics; the Fredericka L. Stahl Awards are presented for excellence in the natural sciences. The Phi Beta Kappa Senior Thesis Award is given for outstanding scholarship in a senior thesis. Lettermen Awards are given to the most outstanding scholar-athletes. The College also offers the Harold Bartlett Curtis Prize in Mathematics, the Sterling Price Williams Prize in Psychology, the Solly A. Hartzo Award in Politics, the Richard Watson Hantke Award in History, the Peterson Award in Economics, the Gail DeHerder Prize in Creative Writing, The Scott Award in Religion, The Angela Knott Butler Prize in Studio Art, and The Senior Prize in Art History. The Edward H. Oppenheimer Memorial Prize is awarded each year to the senior man and woman judged to have contributed most to the college community while the Jacob Wardwell Edwards Prize is presented to the freshman demonstrating outstanding qualities of leadership. The Emma O. Haas awards honor the students with the best all-around academic records in the sophomore, junior and senior years. The Tamara Lee Wefler Award is presented annually to a senior whose spirit and character have encouraged the acceptance of a diversity of values and a sensitivity toward the welfare of others.

PHI BETA KAPPA

Phi Beta Kappa is a national honorary scholastic society open to men and women with superior achievement records. Selection is based upon faculty recommendations, grade records, and the breadth of the student's overall program. The Lake Forest College chapter is Theta of Illinois. Both faculty and students are members.

Lake Forest College

Courses of Instruction, Majors and Degree Programs

One of the following abbreviations, appearing immediately after the course title throughout the catalog, indicates the semester the course is offered:

F-Fall
S-Spring

Freshman Studies and Special Interest Courses

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All departments of the College offer courses of an introductory nature which are intended primarily for freshmen and which are listed and described under the various departments. All courses designated at the 100 level are recommended for freshmen, and many courses at the 200 level are open to freshmen without prerequisites or special permission. In addition, the College offers a number of courses or sections of courses which are open only to freshmen, and which are smaller in class size than most regular courses, to allow for more concentrated instruction, and to facilitate discussion. These courses have as their principal aim the development of basic skills in writing, critical reading, analysis, oral communication and basic mathematics. The College recognizes the importance of good communication skills and of maintaining good standards in the written work which is a part of course requirements in all departments of the curriculum. All faculty and students are expected to have and use, where appropriate, the Lake Forest College Writing Manual, extra copies of which, with indexes, are available for a small fee at the Writing Center. Freshmen receive a copy free during orientation.

Basic writing skills are the main topic in English 100 (Freshman Composition); written composition and critical reading are also heavily emphasized in the courses known as Writing on Special Topics. Freshman Seminars emphasize research and discussion, and are suitable for students who already feel more confident of their writing skills. Mathematics 100 is for students who have had less than three years of high school mathematics; a placement examination will be offered during freshman orientation and is required for enrollment in Mathematics 100. An additional college resource, important for freshmen, but open to all members of the college community, is the Writing Center, with Ms. Guenther, Director, and student tutors. The Writing Center administers the writing placement test during freshman orientation, by which students can assess with their advisors, whether or not they would benefit from taking English 100, or Writing on Special Topics, or a

Freshman Seminar, at some point during the freshman year. More important, the Writing Center, which is located in the Donnelley Library, on the Lower Level, offers tutoring in writing, at all levels of difficulty and for all disciplines. Students may enroll for credit on a long-term basis (English 101), or for non-credit tutoring for varying lengths of time.

NB. All the following courses are for credit; none are required courses.

ENGLISH 100 FS Staff

English 100 is a composition course for freshmen and other students who need practice in writing effective expository and argumentative prose. The emphasis in the course is placed on methods of developing unified and coherent papers as well as on grammar, usage and other fundamentals of English. The course will also help develop the student's critical reading ability, offer guidance in the use of the library's resources, and provide individualized aid for writing assignments which students in the course may be preparing for their other classes. To continue to improve writing skills after completing English 100 a student might enroll at the Writing Center for regular or periodic conferences either with the Composition Advisor or with an experienced upper-classman writer as a peer tutor. The Composition Advisor may recommend taking a tutorial for credit to build on the progress made in English 100.

MATHEMATICS 100 FS
Miss Bopp, Mr. Shively

Basic numerical skills are important for study in many areas, including statistics, computer science, economics, and the physical sciences. Mathematics 100 is a course in elementary algebra, *intended only for students who have had less than three years of high school mathematics,* and who wish to prepare themselves for further quantitative types of study, either in the Math Department or in other areas. Such topics as radicals, complex numbers, relations and functions, solutions of systems of equations and inequalities, and the quadratic function, will be studied in detail.

FRESHMAN SEMINARS (Not offered in 1980-81.)

In a freshman seminar, a small group of students, led by one or more faculty, explores a broad issue in human nature or culture from various intellectual perspectives. Each seminar has an enrollment of twelve to fifteen students and places special emphasis on student participation in discussion, on oral and written presentations during the seminar, and on the development of research techniques and analytic skills. Participants should have already demonstrated basic competence in writing.

WRITING ON SPECIAL TOPICS

These courses, which may be interdisciplinary or departmental, are designed to help freshman students improve their writing, critical reading and research skills, but unlike English 100 they are focused on a topical theme, each course allocating roughly half the time spent in class to lectures and discussions about the subject matter and the other half to instruction and guidance in writing. Class-size is limited to 17. Writing on Special Topics may or may not count toward a departmental major, depending on the department offering the course.

Although these courses are limited to Freshmen, upperclassmen may enroll under special circumstances. They should consult with the Composition Advisor for permission.

105 YOUTH AND SOCIETY S
Mr. Muehlbauer

Youth, always partly based in biological maturation, varies in content and definition from culture to culture. The course follows research concerning the place and the role of youth in diverse cultural settings and under changing social conditions, with final emphasis on modern industrial society: the formation of peer groups, cultural and counter-cultural movement. (Cross-listed as Sociology and Anthropology 105.)

110 CULTURE AND COMMITMENT DURING WORLD WAR II F
Mr. Kirby, Mr. A. Miller

America's involvement in the Second World War brought a rare display of national unity behind a common cause. The cultural and social history of the period provides a rich variety of sources for interdisciplinary exploration, critical discussion, writing and research. The course examines the character of this unity, its effects on literature and music, and the role of the arts in the war effort on the home front and on the battlefield. Students will write several short papers and a research paper.

115 ON NATURE F Mr. C. A. Miller

Nature has been an important theme in both the British and American literary traditions. In American, in addition, politics, economics, and society were strongly influenced by the undeveloped continental expanse. Today, "nature" also includes the ecological consequences of that development. These three themes will be taken up through reading *The Tempest* of Shakespeare, poetry of Wordsworth, a novel by Thomas Hardy, and American writing by Jefferson, Lewis and Clark, Thoreau, Emily Dickinson, Rachel Carson, and Edward Abbey.

SOPHOMORE HONORS SEMINARS

Each year an interdisciplinary honors seminar is taught on the sophomore level. The seminar is designed for Lake Forest sophomores who are prepared for a more than usually demanding and challenging academic experience, who want to read certain classics of the tradition of western thought in a seminar format in which they, rather than the instructor, are primarily responsible for generating the topics for discussion at each class-meeting. Enrollment is limited to fifteen students and requires permission of the instructor.

IMAGES OF MAN IN THE WESTERN TRADITION F Mr. Handler

This seminar examines the development of western thought and culture by focusing on four "images of man": political, religious, economic, and psychological. Readings will be drawn from Thucydides and Plato, Augustine and Dante, Defoe and Marx, and Weber and Freud.

THEATRE

The theatre program, under the supervision of a faculty committee, is performance oriented and largely extra-curricular. It is staffed by professional guest artists and an on-campus Director of Theatre. Students present mainstage and studio productions in a newly remodeled, flexible theatre, recently named the Allan Carr Theatre in Hixon Hall. A varied repertoire of plays is performed in different staging types. Although a major is not offered, creative project credit is available for in-depth, specialized study and practice. Students enroll in this for practice in such areas as directing, designing, stage managing, technical directing, advanced acting projects, etc., coordinating with Garrick Players productions. There is a chapter of Alpha Psi Omega, the national honorary drama society, on campus. Credit is also available through internships at local professional theatres.

200 FUNDAMENTALS OF PUBLIC SPEAKING

Practical training in public address. Problems of group presentation examined include basic voice training, leadership dynamics, researching a topic, structuring a speech, stage-fright, and delivery technique. Emphasis is placed on constructing, delivering, and criticizing student speeches. The types of speeches studied: information, persuasion, demonstration, argumentation, impromptu, and discussion. (Not offered in 1980-81.)

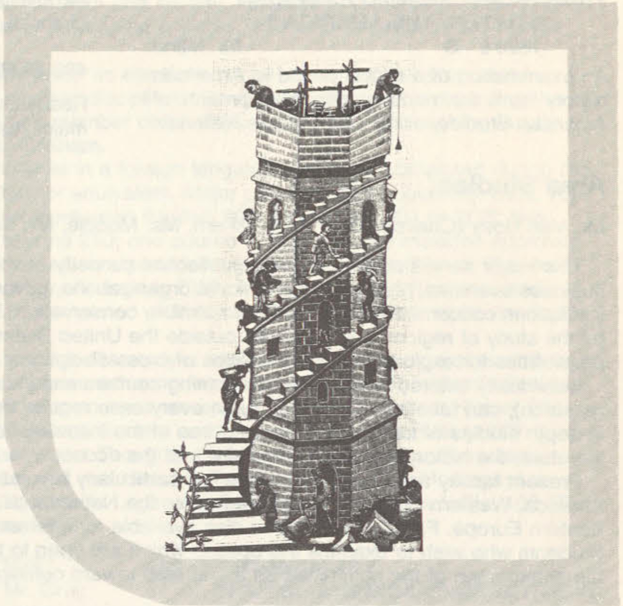
210 FUNDAMENTALS OF TECHNICAL THEATRE

A lab oriented study of the basics of set design, lighting design, construction, rigging, and inproduction operation. Students also address problems of tech theatre for various types of staging, and briefly study theatre architecture. Emphasis is on students' lab work in preparing and running one of two Garrick Players productions, and on design projects. (Not offered in 1980-81.)

220 FUNDAMENTALS OF ACTING

The basic Stanislavski acting method is studied and practiced through interpretive and physical exercises, monologues, and scenes. The work culminates in final project scenes presented in a studio production for the public. Prerequisite: some previous acting experience and consent of the instructor. (Not offered in 1980-81.)

Interdisciplinary Majors and Sequences



INTERDISCIPLINARY COMMITTEES

In lieu of a major in one academic discipline, a student may choose to concentrate in an interdisciplinary field of study. A student who wishes to elect one of these concentrations should confer with the chairperson of the appropriate committee. The interdisciplinary concentrations offered are:

American Studies

Mr. Milne (Chairperson), Mr. Zilversmit, Mr. A. Miller, Mr. C. Miller

Students wishing to expand beyond the limits of the traditional disciplines will find in the American Studies program a range wide enough to meet their interests. By providing an interdisciplinary approach to the study of a single culture, the program searches for an understanding of the relations among institutions, ideas, and the artistic imagination within the American experience. The student acquires a firm command of the history, literature and political institutions of the United States, and chooses, according to his or her interest, additional studies among the allied fields of art, economics, music, philosophy, religion and sociology. Since the aim of the program is not merely for the student to collect course offerings from the various departments, but for the student to be able to synthesize the entire American experience through his or her own work, independent study is an important part of the American Studies Program.

The major consists of the following courses: one of the series American Studies 210-220 (Introduction to American Studies, e.g., The 1890's, the 1930's, Thomas Jefferson, Order and

Disorder in the American Experience, Nature in American Life); History 365 (American Thought); American Studies 480 (Senior Seminar); a course in American politics; an additional course in American history; a course in American literature; a course in American music or art; and five additional courses selected by the student with the approval of his/her advisor from among those courses taught at the College which have an American emphasis. These additional courses will include independent studies and a senior thesis where appropriate.

210 INTRODUCTION TO AMERICAN STUDIES: THE AMERICAN 1890's S

Mr. Milne

An examination of a critical period in American history from the multidisciplinary approach of American Studies, using such diverse materials as novels, poetry, biographies, and descriptions of social, political, and economic conditions.

480 SENIOR SEMINAR S

Research seminar; readings, oral reports; a major research paper required.

Area Studies

Mr. Van Hoey (Chairperson), Ms. Grisham, Ms. Moodie, Mr. Smith, Mr. Handler.

This major serves students whose intellectual curiosity or vocational orientation (foreign service, business overseas, teaching, international organizations, governmental or para-governmental institutions concerned with population, nutrition, conservation, health, crime, etc.) would be furthered by the study of regions and countries outside the United States. It also opens for the student rich possibilities for exploring the potentialities of cross-disciplinary social science.

Individually tailored study plans, combining courses and independent study (tutorials and research), can take several forms, but in every case require three papers. These papers are to be in-depth studies of topics chosen from three of the following fields of emphasis: the arts and literature; the history; the social structure and the economy; and the political life of the chosen area.

Present faculty and library resources are particularly favorable for studies on Africa, Latin America, Western Europe (France, Germany, the Netherlands, Switzerland), the Soviet Union and Eastern Europe. Faculty guidance is also available for interests in Israel, Japan, and Spain. Students who wish to examine the options which are open to them at present will wish to talk with the chairperson of the committee as a first step toward outlining proper study plans.

Behavioral Sciences

Mr. Glassman (Chairperson), Mr. Van Hoey

The Behavioral Sciences committee is particularly aware of the fact that most areas of a liberal arts curriculum are concerned in some way with elucidating human behavior. We are available to assist those who wish to undertake a deliberate examination of this broad issue or who wish to study any aspect of it. In addition to the possibility of guiding an official major in Behavioral Sciences, we want to help those who choose the usual disciplinary majors to find courses relevant to their interests, to contact professors with similar interests, to find relevant material, etc., outside their major discipline. While the committee is particularly interested in developing individualized plans for study, we make the following suggestions for possible interdisciplinary study and invite discussion of specific course sequence and independent study options: communication and language, nonverbal communication, human biological and social evolution, ethology and sociobiology, general systems theory, logic and method of social scientific investigation, comparison of humanistic with scientific inquiry, cybernetics and human-machine relationships, social impact of modern technology.

A major in Behavioral Science requires at least 8 courses, the program to be designed in consultation with the committee. One of these must be a course in scientific method, e.g., Psychology 220 or Sociology and Anthropology 310. A course in statistics is recommended, e.g., Mathematics 150 or Psychology 420 or Economics 330. Majors will be asked to hand in, for approval, a brief progress report and restatement of plans each year.

Comparative World Literature

Mr. Greenfield, Ms. Grisham (Chairpersons), Mr. Bennett, Mr. Garneau, Mr. Gray, Mr. Sosa

Students whose interest in literature reaches across traditional academic disciplines and barriers of language, may plan a substantial major program of studies in comparative world literature around a field of concentration of their own choice. The variety of offerings in comparative world literature, foreign literatures, and English permits a wide range of possible topics (The old world; medieval literature; narrative genres; Modernism; literature and society, literature and the other arts; others). Each student will be assisted by faculty in developing a viable, balanced program to suit her/his interests and purposes.

The courses offered in CWL may be chosen as electives to complement major programs in English, one of the foreign literatures, or other disciplines. For general information regarding the program or individual courses, consult any member of the CWL committee and teaching faculty. Advising of majors: Mr. Greenfield, Ms. Grisham.

Prerequisites for the CWL major: 210 level in a foreign language (normally completed during the junior year, with a grade of "C" or better), or equivalent. Major program (eight courses): CWL 100, normally taken during freshman or sophomore year; English 206 (or Religion 201 or 202); two courses in foreign language literature beyond 210; one course in literature in translation approved by the program advisor; two courses focused on a period, movement, genre, author, or literature and other disciplines, normally chosen from offerings in CWL, foreign language literature, and English; and CWL 400. Courses must be completed with a grade of "C" or better, to be applicable to the major.

Recommended Electives: Students are urged to study a second foreign language at least through 112. A variety of suitable courses to complement the student's chosen areas of concentration are listed elsewhere in the Bulletin. The following courses are especially recommended: History 235 (History and Literature); History 236 (Literature, Society and Dissent in Russia); History 279 (Psycho-History); Philosophy 115 (Existentialist Thought); Philosophy 230 (Nihilism/Paradise); Religion 201 (Biblical Heritage: Myth, Legend and History); Religion 202 (Biblical Heritage: Law, Prophets and Teachings); Religion 203 (Jesus in Legend and History); Ancient Med. Civ. 100 (The Classical World); Beginning Latin (offered 1981).

100 INTRODUCTION TO COMPARATIVE LITERATURE F

Mr. Gray

Introduction to the scope and methods of Comparative Literature through the study of selected works from a wide range of periods and national literatures. Topics include genre, theme, movements, cross-cultural influences, literature and other disciplines (history, philosophy, the fine arts, biology), problems in translation, and the linguistic approach to literary texts. Fundamentals of literary interpretation and critical writing.

101 LINGUISTICS AND LITERATURE

(Not offered in 1980-81.)

201 FRENCH LITERATURE IN TRANSLATION S

Ms. Warehime

A study of selected French authors from various literary movements and periods, particularly for purposes of comparison with representatives of other cultural traditions. 1980-1981: Vision, Dream and Memory: Baudelaire, Proust, Beckett. (Also listed as Foreign Languages, Literature in Translation 201.)

202 CONTEMPORARY SPANISH-AMERICAN NARRATIVE IN TRANSLATION F

Mr. Sosa

"Writing a novel is an act of rebellion against reality, against the gods, against God's creation . . . It is an effort to correct, change or abolish substantial reality and to replace it with the formal reality of the verbal worlds the novelist creates." This will be examined in the works of Carpentier, Cortázar, Fuentes, García Márquez, Vargas Llosa and other Spanish-American novelists. (Also listed as Foreign Languages, Literature in Translation 202.)

203 GERMAN FICTION IN TRANSLATION

An historical view of modern German literature from Goethe and Kleist to Grass and Böll reflected in significant works of narrative fiction. (Not offered in 1980-81.)

204 PENINSULAR SPANISH LITERATURE IN TRANSLATION

(Not offered in 1980-81. Also listed as Foreign Languages, Literature in Translation 204.)

206 MASTERPIECES OF LITERATURE: ANCIENT AND MEDIEVAL
(Not offered in 1980-81.)

221 CONTEMPORARY LITERATURE
(Not offered in 1980-81.)

222 INTRODUCTION TO FOLKLORE S
Mr. Greenfield
(Also listed as English 222.)

223 COMEDY AND THE COMIC
(Not offered in 1980-81.)

230 MAJOR GERMAN WRITERS OF THE 20TH CENTURY: MANN, KAFKA, BRECHT
Representative works by three German authors of undisputed international rank: Thomas Mann's *Dr. Faustus* and *Felix Krull;* a novel and shorter prose by Kafka; plays, poetry, and essays on the theatre arts by Brecht. In English. (Not offered in 1980-81.)

302 VIENNA 1900-BERLIN 1920 S
Ms. Grisham
The intellectual, literary and artistic life of turn-of-the-century Vienna and Berlin in the Twenties, from Freud, Musil, Schönberg and Wittgenstein, to Piscator, Brecht, Weill, Döblin and German Expressionist painting and film. A comparative study of major contributions to early 20th century modernism.

310 AVANT-GARDE LITERATURE
Ms. Grisham
Symbolism, Dada, Surrealism, "New Objectivity", and the surrender of meaning; poetry, plays, and fiction from Baudelaire to Handke. (Offered as needed.)

320 MODERN DRAMA S Mr. Bennett
Innovative trends in theatre of the 20th century: Ibsen, Strindberg, Chekhov, Shaw, O'Neill, Brecht, Dürrenmatt, Anouilh, Genet, Ionesco, Beckett, Pinter, and others. (Also listed as English 320.)

321 MODERN FICTION F Mr. Greenfield
Comparative studies in the form, substance, and background of the modern novel, focusing on such writers as Flaubert, Joyce, Lawrence, Gide and Kafka. (Also listed as English 321.)

326 INTERDISCIPLINARY STUDIES: DOSTOEVSKY F Mr. Greenfield
An interdisciplinary consideration of the life, times, and writings of Dostoevsky, with particular emphasis on the author's development of "fantastic realism" and his career as a social thinker. Readings include short fiction, *Crime and Punishment, The Devils, The Brothers Karamazov.* (Also listed as English 326.)

400 COMPARATIVE LITERARY THEORY AND PRACTICUM FS Staff
Normally offered as a tutorial for majors in their senior year. Readings and preparation of a critical or research paper under the guidance of a faculty tutor. Offered as required. (One senior thesis credit may be substituted for CWL 400.)

LITERATURE IN FOREIGN LANGUAGES
See offerings in French, German and Spanish.

WORLD LITERATURE, PERIODS, MOVEMENTS, GENRES AND AUTHORS
The following courses, offered in the English Department, satisfy the period, movement, etc. requirement for Comparative World Literature majors: English 200 (Middle Ages and Renaissance); English 201 (17th and 18th Centuries); English 220 (Shakespeare); English 225 (Women Writers); English 301 (Renaissance: Age of Experiment); English 302 (John Donne and His Contemporaries); English 304 (Romantic Period); English 305 (Victorian Literature); English 322 (Modern Poetry). See English Department listing for above course descriptions.

Environmental Studies

Mr. Weik (Chairperson), Mr. Thompson

The recent surge of interest in matters related to the health of our global environment has created a great need for persons with broad backgrounds and training in the environmental sciences and allied areas such as politics, economics, mathematics, and sociology. The Environmental Studies curriculum is designed to fulfill these varied needs by exposing the student to a variety of required experiences while maintaining flexibility in personal program planning through a number of elective offerings.

An interdisciplinary concentration in Environmental Studies should include the following courses: Biology 201 and 202 (General Biology); Chemistry 110 and 111 (General Chemistry); Economics 110 (Principles of Economics); Mathematics 150 (Introduction to Probability Theory & Statistical Inference) or Economics 230 (Economics Statistics) Computer Studies 111 (Computer Programming I) and one course in Politics above the introductory level to be determined in consultation with the Environmental Studies Committee.

In addition to the required courses, the student should elect at least five additional courses to satisfy the major. To ensure a depth of experience in at least one area, three of these courses must be taken in a single discipline, i.e., biology, chemistry, politics, etc. (freshman or introductory level courses cannot be counted). These courses are to be selected with the approval of the Environmental Studies Committee; examples of such courses are contained in the following list: Biology 261 (American Forest); Biology 220 (Microbiology); Biology 345 (Entomology); Biology 361 (Plant Systematics); Biology 365 (Freshwater Algae); Biology 381 (Ecology); Biology 282 (Marine Biology); Chemistry 220 (Organic Chemistry I); Chemistry 221 (Organic Chemistry II); Chemistry 301 (Biochemistry); Economics 240 (Regional Economics); and Sociology and Anthropology 340 (Demography). Minor adjustments in the program are possible but must be approved in advance by the Committee.

The use of independent studies for topics of special interest to the student also will be encouraged. During the junior or senior year or during the summer between these two periods, the able student will be encouraged to participate in an internship program (arranged by the College) with an appropriate environmental agency.

Health Services

Mr. Herlihy (Chairperson), Mr. Muehlbauer, Mr. Thompson, Ms. Rindskopf.

Complex organizations and health care/delivery systems in our society require skills in management and administration to function effectively. Likewise, work in an ethnically and culturally mixed society demands a more detailed understanding of social facts, problems, and processes than has traditionally been taught in professional programs.

The realization that effective health care requires more than clinical and laboratory expertise has led to the recent development of new occupations, many of which are "paraprofessional". Students training for these occupations must be schooled in ethics, social awareness, and administrative skills as well as the pertinent areas of science. Thus the Health Services interdisciplinary major hopes to prepare students, through courses in the regular curriculum, special courses, internships and field research projects, to acquire not only the broad knowledge and fundamental skills of a liberal arts education, but the qualifications for entry level positions in the public and private sectors of health service or for additional study on the graduate level.

Because of the variety of careers in this field, the major has a two-tiered curriculum. The first tier consists of a "core" of required courses which expose the students in the program to an overview of the health services field and issues, and which also gives the students a liberal body of knowledge in each of the main foci within the major: natural sciences, social sciences and humanities, and administrative skills. The second tier consists of a minimum of five additional courses, usually of an advanced level, that will provide a focus for the Health Services major and to prepare students not only for their internship but for possible job opportunities as well.

In order to enter or continue in the major, an overall "C" grade average with no more than two grades of "D" in all related courses will be required.

Health Services Courses Required for the Major:

110 INTRODUCTORY SEMINAR — CURRENT ISSUES IN HEALTH CARE S(B7½)
Mr. Herlihy, Mr. Muehlbauer, Ms. Rindskopf, Mr. Thompson
The purpose of this interdisciplinary, team-taught seminar is to orient the student toward the social, political, economic and biological problems of health care and its delivery. Some of the topics to be considered from these perspectives will be: Aging, Death and Dying; Social Class and Health Care; Preventive Medicine and Genetic Counseling; Cross Cultural Attitudes Toward Pain and Illness; Problems of

Medical Research; National Health Insurance. The format of instruction will include lecture-discussions, guest lectures, report writing, and visits to outside health agencies.

410 SENIOR SEMINAR

An integration of course theory and field experience through "game simulation" and other problem-solving techniques. Similar in instructional format to the Introductory Seminar. (Not offered in 1980-81.)

Health Services Cross-Listed Courses Required for the Major:

120 ECONOMICS OF HEALTH CARE I S Mr. Herlihy

Prerequisite: Economics 110 (Also listed as Economics 120.)

121 ECONOMICS OF HEALTH CARE II S Mr. Herlihy

Prerequisite: Economics 120 (Also listed as Economics 121.)

150 INTRODUCTION TO PROBABILITY THEORY AND STATISTICAL INFERENCE S Mr. Troyer

(Also listed as Mathematics 150.)

OR

230 ECONOMIC STATISTICS F Mr. Chessen

(Also listed as Economics 230.)

201 MEDICAL ETHICS F

(Also listed as Philosophy 201.)

240 ORGANIZATION AND INDUSTRIAL PSYCHOLOGY F Ms. Riger

(Also listed as Psychology 240.)

395, 396 INTERNSHIP S

An important part of each student's experiences will be at least one internship in an extramural health-care related service.

Other Required Courses in Core Curriculum:

Biology 101, 102, (Human Biology) or Biology 201, 202 (General Biology)
Chemistry 110, 111 (General Chemistry)
English 100 (English Composition — waived upon evidence of good writing ability)
Economics 110 (Principles of Economics)
Psychology 110 (Survey of Psychology)
Sociology/Anthropology 110 (Human Societies)

Additional Courses:

The student, with Health Services Committee approval, will choose five additional courses, from a recommended list of courses, which will suit his or her particular needs.

Humanistic Inquiry

Mr. Grossman (Chairperson), Mr. Hansen, Ms. Hentz

The function of the committee is to guide the student in developing a program in the humanities which bridges different disciplines. For example, a student might wish to plan a program culminating in a study of the art, history, literature and philosophy of a particular period; or the study of a style, such as the baroque, as it appears in art, music, and literature; or the study of an idea, such as gravity or love.

Interested students must submit for committee approval a study plan which defines the student's interests and goals, lists relevant courses and independent study projects and suggests faculty resources. Requirements will be mutually agreed upon by the committee, the student and his principal advisor (who need not be a member of the committee). Ordinarily, application should be made no later than the first term of the junior year.

International Relations

Mr. Galloway (Chairperson), Mr. Baade, Mr. Moodie, Mr. Van Hoey

A student concentrating in International Relations is concerned with the approaches by various disciplines — politics, history, economics, sociology, and psychology — to problems which are global in scope, e.g., war and peace, development and under-development, imperialism and national self-determination.

A student concentrating in International Relations will find his or her preparation excellent background for positions in government, especially in the foreign service and the International Communications Agency. In addition, positions with international institutions, such as the specialized agencies of the United Nations and various international businesses are available. Furthermore, the major is a base for social service positions at the national and international level, e.g., the Peace Corps and church groups. Lastly, several majors each year go on to graduate school in political science, law, or business administration.

A major in International Relations must take a core set of courses which will give him or her a firm basis from which to study advanced areas in depth. The core courses will acquaint the student with concepts such as the balance of power, the development of the nation state system in Europe, non-Western history, basic models of human societies, and basic economic principles. The required courses are World Politics (Politics 340), Europe from the Old Regime to the Modern Era (History 118), Human Societies (Sociology and Anthropology 110), and Principles of Economics (Economics 110).

The completion of a foreign language through the 240 level is also a requirement for graduation.

Students must also take two courses from a specifically comparative perspective so as to become familiar with differences and similarities between different states and societies. The two courses may be selected from Comparative Economic Systems (Economics 111), Comparative Communist Systems (Politics 211), Comparative European Constitutional Systems (Politics 210), Introduction to Subsaharan Africa (Politics 217), and Non-Western Politics (Politics 212).

Upon completion of the core courses and two comparative courses, a student must take four electives which will enable him or her to focus interest on a series of interrelated topics in preparation for the seminar or a senior thesis. These four courses or independent studies or internships are to be chosen in consultation with the Chairperson.

480 SENIOR SEMINAR S Mr. Galloway

The topic for 1981 is "International Political Economy": An analysis of the interdependent relationships between states, multinational corporations and international organizations focusing on the issues of trade, investment, aid and technology transfer.

Scientific Inquiry

Mr. Shively (Chairperson), Mr. Martin

The use of scientific methods and techniques shall be the basis for an investigation of a topic, whether it be scientific or humanistic. Examples of such kinds of projects might be: To explore the use of laser holography as a new art medium; the use of statistics and computer science to investigate a topic in sociology, economics, history, etc. Projects should be submitted to the Committee on Scientific Inquiry for approval.

SEQUENCES

In addition to the interdisciplinary majors, the curriculum also includes a select group of interdisciplinary course-sequences and concentrations, in each of which a number of related courses from different departments are organized around a central topic, such as Women's Studies and constitute a minor program of study in that field of inquiry. A student who develops an interest in one of these topics consults with the Advisory Committee in order to decide upon a suitable selection and sequence of recommended courses. Upon successful completion of the sequence, which may or may not culminate with an internship or research experience, the student has the option of having the fact recorded on the transcript.

Ancient Mediterranean Civilizations

This interdisciplinary concentration focuses on the ancient Near Eastern, Greek and Roman cultures which are the roots of our western heritage.

In addition to the courses in Ancient Mediterranean Civilizations described below, the following courses currently offered by various departments of the College are relevant to the concentration: Art 210 (Ancient Art), English 109 (Myth and Literature), English 206 (Masterpieces of Literature), History 210 (The Ancient World), Philosophy 211 (History of Philosophy: Ancient Greece), Politics 357 (Political Thought: Plato to Machiavelli), Religion 201 (Biblical Heritage: Myth, Legend and History), Religion 202 (Biblical Heritage: Law, Prophets and Teachings), Religion 209 (Archaeology of the Biblical World), and Sociology/Anthropology 209 (Cross-listed as Religion 209).

A student completing six course credits in the concentration from at least four disciplines (counting Ancient Mediterranean Civilizations as a discipline) has the option, with the approval of a faculty supervisory committee, of having the fact recorded on his or her transcript. The committee also assists students wishing to shape an interdisciplinary major in Humanistic Inquiry focused on studies in ancient civilizations.

Under the rubric of Ancient Mediterranean Civilizations six courses are offered which deal with different aspects of Ancient Greek civilization in particular and which are closely linked to the Athens Study Term: Ancient Mediterranean Civilizations 100, 110 and 200.

100 THE CLASSICAL WORLD F Mr. Cole

Introduction to the history, culture and literature of the Greeks from the Homeric Age through the Classical Period. Class discussion of primary readings in translation from Greek poets, playwrights, historians and philosophers, from Homer to Aristotle, plus secondary resources focused on the history, art, geography, and culture of ancient Greece.

110 ARCHAEOLOGY OF THE ANCIENT GREEK WORLD S Mr. Cole

Introduction to major archaeological sites and discoveries in the Aegean region, from the Minoan and Mycenaean sites on Crete and the Peloponnese to Classical remains at Athens, Delphi, Epidaurus and Olympia and the Hellenistic to Roman development of cities such as Pella, Corinth, Miletos and Ephesus. Attention will be given to aspects of Greek culture and history reflected in the physical remains and to the evolving discipline of archaeological investigation. Slide-illustrated lectures, discussion of selected readings and student reports on individual research.

201-204 STUDY IN GREECE PROGRAM S Staff

This is an on-site study of the cultures of the Aegean world from Minoan through Byzantine periods as understood through ancient sites and museum artifacts examined within their geographic setting. The integrated full-semester program constitutes a Lake Forest off-campus semester and consists of four courses, 201-204, described below.

Normally, students will enroll for the full semester program. All four courses are taught on an interdisciplinary basis and are cross-listed in Art, History and Sociology/Anthropology. Students may designate how to allocate their course credits among these departments, with a limit of two course-credits within any one department (in History with the department chairperson's consent; in Sociology/Anthropology contingent on prior completion of S & A 110 or 150 or equivalent introductory course).

To be eligible for acceptance in the program, students must have at least sophomore standing, good academic records and references, and have completed at least one course in Greek history and literature (Anc. Med. Civ. 100 or equivalent) or at least two courses in the combination of general art history and ancient history or archaeology (History 210 or Anc. Med. Civ. 110 or equivalents.)

201 ATHENS IN HISTORY S (Jan.-Feb.)

Introduction to Greek history from the Minoan to Byzantine ages through study of sites and museum collections in Athens and its environs. Sessions at the Acropolis, Agora and other sites, at the National Archaeological Museum, Kerameikos, Benaki and other museums, supplemented by the weekly field trips to other sites in Attica and on the island of Aegina.

202 GREECE IN THE BRONZE AGE S (Feb.-Mar.)

The Minoan and Mycenaean cultures studied through archaeological sites and museum materials on Crete and in the Peloponnese. Periods of study based in Herakleion and Nauplia, alternated with periods for group travel-study at Minoan sites on Crete and Mycenaean sites in the Argolid and elsewhere.

203 GREECE IN THE CLASSICAL-ROMAN AGES S (Mar.-Apr.)

Periods of study in Athens, Delphi, Corinth and Olympia, supplemented by group travel-study at other sites of the Classical to Roman periods in the Peloponnese and central Greece.

204 GREECE IN THE BYZANTINE AGE S (Apr.-May)

Periods of study in Byzantine churches and museum collections in Athens and Salonika, followed by group travel-study to Veroia, Kastoria and Meteora.

Black Studies

The sequence in Black Studies is provided by courses in the Departments of History and Politics. These courses are History 130 (History of Afro-America), History 264 (Black Leadership and Ideology), Politics 213 (Introduction to African Politics and Society), Politics 313 (Government and Politics of Sub-Saharan Africa), and Politics 413 (Seminar on Modern Africa).
Advisor: Mr. Gray

Women's Studies

An interdisciplinary concentration in Women's Studies may be undertaken (in addition to a student's course major), under the guidance of the Committee on Women's Studies. The program includes an interdisciplinary research project or internship, plus a minimum of four of the following: Philosophy 200 (Feminism: Philosophical Issues); Psychology 230 (Psychology of Women and Men); Sociology and Anthropology 280 (Sociology of Sex Roles), Art 250 (Women in Art), History 271 (Women in Modern History: Europe and America); English 225 (Women Writers).

Additional courses in the curriculum pertaining to Women's Studies include: Economics 112 (Radical Economics); Economics 420 (Labor in the American Economy); Psychology 210, (Development of Personality); Psychology 211 (Adulthood and Aging); Psychology 325 (Psychology of Sellers and Consumers); Psychology 365 (Psychology of Human Sexual Behavior); English 109 (Myth and Literature); Sociology and Anthropology 120 (Kinship and Society).

Upon completion of the sequence, a student has the option, with the approval of the Committee, of having this fact recorded on the transcript.
Advisors: Ms. Eskilson and Ms. Riger

vironment; measurement of demographic change (fertility, mortality, migration) and demographic structure (age, sex, education, dependency, life expectancy). Determinants of demographic changes: economy, education, family planning, birth control. Theories, models, and policies. Prerequisite: Sociology and Anthropology 110. (Also listed as Sociology/Anthropology 340.)

6. Psychology

430 COMMUNITY PSYCHOLOGY: SOCIAL SERVICES AND SOCIAL CHANGES S Ms. Riger

The effect of the social and physical environment on the mental health of individuals; the impact of urban and rural settings on people; theories and methods of changing communities; utopian communities. Prerequisite: Senior standing or permission of instructor. (Also listed as Psychology 430.)

GROUP B: RESEARCH TOOLS

(2 courses)

150 INTRODUCTION TO PROBABILITY THEORY AND STATISTICAL INFERENCE S Mr. Troyer

Designed for students in the social and life sciences. Finite probability theory, distributions, sampling, correlation and regression, chi-square and other tests of significance. Emphasis on the use of the computer as a tool and on applications to a variety of disciplines. (Also listed as Mathematics 150.)

OR

230 ECONOMICS STATISTICS F Mr. Chessen

Distribution analysis, probability theory, sampling theory, statistical inference, regression and correlation analysis, with emphasis on application of statistical techniques to economic problems and policies. (Also listed as Economics 230.)

310 SOCIAL RESEARCH: DESIGN F Ms. Eskilson

Ethical and political considerations regarding social research, logical links between theoretical perspectives, problem selection, and choice of empirical data; qualitative and quantitative aspects of research; major forms of design; the research proposal. Prerequisite: Any Sociology and Anthropology course at the 100 level. (Also listed as Sociology/Anthropology 310.)

GROUP C: FIELD AND RESEARCH EXPERIENCES

(3 Courses)

Must include at least one internship, and either an independent study, the ACM Chicago Term, or another internship.

INTERNSHIP S Mrs. Hale

Relates theory to practice by placing students in governmental agencies, community interest groups and public and private planning operations. For more details see Lake Forest internship brochure. (2 course equivalent)

ACM URBAN TERM IN CHICAGO 4 credits, F or S

Wide-ranging experiential exposure to Chicago through seminars, independent study, internships, meeting with community actors, and residence in the city. Campus Advisor: Ms. Eskilson.

GROUP D: RECOMMENDED COURSES

Students are encouraged to augment required courses with a variety of optional and related courses at the college. These recommended courses include:

PROBLEMS IN AMERICAN POLITICS: CITIES IN CRISIS (Politics 322)

INTRODUCTION TO ECONOMETRICS (Economics 330)

BLACK LEADERSHIP AND IDEOLOGY (History 264)

COMPUTER PROGRAMMING I (Computer Studies 111)

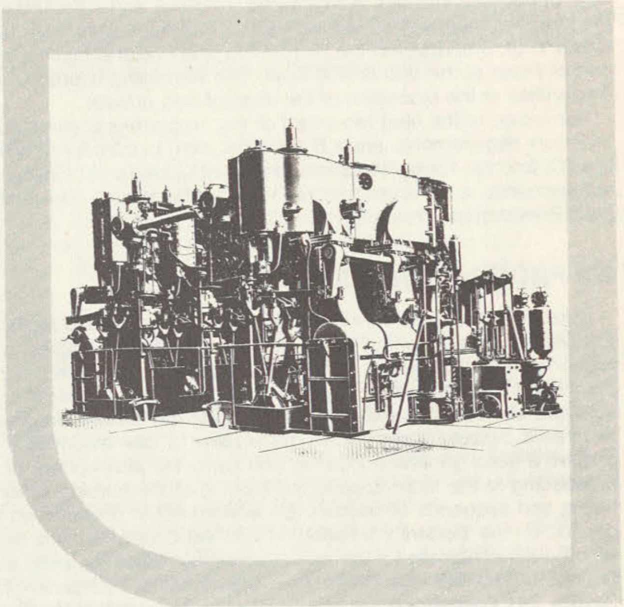
PUBLIC ADMINISTRATION (Politics 320) (Not offered in 1980-81.)

ORGANIZATIONAL AND INDUSTRIAL PSYCHOLOGY (Psychology 240)

DEVIANCE AND CRIME (Sociology and Anthropology 240)

SOCIAL RESEARCH: TECHNIQUE (Sociology and Anthropology 320)

Cooperative Degree Programs



While the faculty and administration of the college have seen fit to establish the institute program, by which students' career concerns are integrated into the liberal arts curriculum, a number of reputable professional schools have recognized the importance and value of grounding even highly specialized professional training for specific careers, such as engineering and nursing, in the liberal arts tradition. To that end, the School of Engineering of Washington University, (St. Louis) The University of Chicago's School of Social Service and Administration, and Rush University (Chicago) have each set up cooperative degree programs with Lake Forest College. Their purpose in this is to ensure that an important percentage of their narrowly specializing students will have had their initial training and course work in a liberal arts setting and will bring to their specialized studies not only a fundamental knowledge of their subject, but also a sense of broader ethical concerns and a flexibility of mind which the small college is able to foster. In the following programs students spend their first two or three years of college at Lake Forest and then go on to their respective pre-professional schools for a further two years to complete their training in their chosen fields.

3-2 PROGRAM IN ENGINEERING

Lake Forest cooperates with Sever Institute of Technology, Washington University, St. Louis, in a program designed for students who wish to become professional engineers but who also wish to receive a rigorous liberal arts education at the same time. The program requires each participating student to complete three years of course work at Lake Forest before going on to Sever Institute of Technology, in the School of Engineering and Applied Science at Washington University, for a further two years, after which time he or she receives a Bachelor of Arts degree retroactively from Lake Forest and a Bachelor of Science from Washington University. With an enhanced background in social sciences and humanities, the prospective engineer is better prepared to assume the responsibilities of leadership in contemporary society.

The exact selection, combination, and sequence of courses to be taken at Lake Forest, both in the natural sciences and in the social sciences and humanities, depends on the type of engineering to be pursued at Washington University. Early consultation with the program advisor, Mr. Schmidt, is vital in order to formulate and initiate the most appropriate course schedule. The recommended core of courses includes the following: calculus and differential equations (Math 110, 111, 214), introductory chemistry (Chemistry 110, 111), general physics (Physics 120, 121), computer science, (Math 170), 5 courses in the humanities and social sciences, including 3 in one field with at least one of those at the 300 or 400 level. The remaining courses are drawn from the sciences and humanities at the discretion of the student and advisor.

Admission to the final two years of the program is at the discretion of Washington University. The minimum requirements are a B average, with no transfer of credit for courses with grades lower than C, and the formal recommendation of Lake Forest College. For further details regarding requirements, options, and course work at Washington University, students should consult with the Lake Forest program advisor, Mr. Schmidt.

2-2 PROGRAM IN NURSING

Lake Forest College and Rush-Presbyterian-St. Luke's Medical Center have established a joint four-year program leading to the Bachelor of Science degree in nursing from Rush University. Students in this program normally spend the first two years at Lake Forest, working on a series of prescribed courses in the natural and behavioral sciences, to prepare for two years of further scientific course-work and clinical training in the nursing program at Rush. The schedule for the first two years, however, also allows the student to take electives in the liberal arts and thereby to acquire a good general education and enjoy the atmosphere of undergraduate college before proceeding to the more specialized training of the nursing school. The precise combination, and the timing and sequence of courses are worked out in consultation with the student's advisor and depend on the student's preparation and the College's class schedule, but the core requirements which each candidate for the nursing program must complete at Lake Forest College are as follows: Chemistry 110 (General Chemistry), Chemistry 220 (Organic), Biology 201 (General Biology), Biology 241 (Vertebrate Structure), Biology 242 (Vertebrate Physiology) Biology 220 (Microbiology), Mathematics 150 (Statistics), Psychology 210 (Personality Development); and at least two other courses in Psychology or Sociology/Anthropology. The remaining four courses are electives, to be selected in consultation with the advisor.

It is very important that any student entering Lake Forest with the intention of pursuing the Rush Nursing Program should begin fulfilling the requirements immediately, if he or she wishes to move on to Rush at the end of two years. Consultation with the program advisor, Ms. Klingbeil, is essential ***prior to registration for the freshman year.***

Nursing students must maintain an overall average of C or better, including no more than two D's in the required core courses; this is to ensure that those students whom the College recommends to proceed to the final two years of the program should have the best possible chance of success.

During the last two years of the program, at Rush's medical center in Chicago, students take a number of advanced courses in the natural and behavioral sciences, in addition to twelve to fifteen hours a week of clinical experience in the 850-bed hospital, in the areas of medical, psychiatric, community, surgical, pediatric and obstetrical nursing. Upon completion of the four-year program, the graduate receives a Bachelor of Science in Nursing from Rush University and is eligible to take the examination to become a Registered Nurse, or to go on to graduate study in nursing.

2-2 PROGRAM IN MEDICAL TECHNOLOGY

Parallel with the joint program in Nursing is a recently established program in Medical Technology which enables qualified Lake Forest students to transfer at the end of the sophomore year to Rush University College of Health Sciences. There the students pursue a final two years of course work and laboratory work in order to receive the degree in medical technology, thereby preparing for a career in this vital aspect of the medical profession and the expanding health-care field. Lake Forest students in the program take a core curriculum of courses in the natural and behavioral sciences, along with an appropriate selection from the humanities and social sciences. Admission to the final two years of the program, at Rush University, is dependent on grades (all required courses must have a C or better), and on the evaluation by Lake Forest faculty and by Rush University.

The basic course requirements for the first two years at Lake Forest are: Chemistry 110, 111, and 220; Biology 201, 241, 242 and 220; Mathematics 150 and three courses from Psychology and/or Sociology/Anthropology. The remaining three courses are electives to be selected in consultation with the advisor. Students who hope to complete the basic requirements successfully within the two years must begin them in their first term at Lake Forest. Therefore, consultation with the program advisor, Ms. Klingbeil, is essential ***prior to registration for the freshman year.***

3-2 PROGRAM IN SOCIAL SERVICE

The 3-2 program with The University of Chicago's School of Social Service and Administration provides qualified Lake Forest students with an opportunity to enter graduate school following the junior year, with the purpose of obtaining a Master of Arts degree in social service administration or counseling. The Bachelor of Arts from Lake Forest College is awarded retroactively after completion of The University of Chicago Masters requirements. The program has two directions of study: one for students who wish to concentrate on counseling, the other for those who are primarily interested in social service administration.

Of the 24 courses taken during the three years at Lake Forest College, students will normally be asked to complete 8 in Sociology/Anthropology, and 6 in Psychology, if their preference is for social service administration; and 8 in Psychology with 6 in Sociology/Anthropology if they intend to concentrate on counseling. The actual selection and distribution of courses is worked out by the student and the advisor. Some internship experience is normally included in this course work.

Admission to The University of Chicago part of the 3-2 program is not automatic; students must demonstrate in their undergraduate work a high degree of competence and aptitude, as measured by performance in classroom courses and internships, and by faculty evaluation.

Students and prospective students interested in exploring social work as a career possibility should get in touch with Mr. Muelhbauer or Ms. Riger, the program advisors. It is important to get an early start on planning an appropriate curriculum, if it is to be completed successfully in three years.

THE GRADUATE PROGRAM IN LIBERAL STUDIES

Arthur Zilversmit (Director): Professor of History
†Roger J. Faber: Professor of Physics
Forest W. Hansen: Professor of Philosophy
Charles D. Louch: Professor of Biology
W. Gordon Milne: Professor of English
Arlene Eskilson: Associate Professor of Sociology and Anthropology
Robert B. Glassman: Associate Professor of Psychology
Charles A. Miller: Associate Professor of Politics
Thomas Moodie: Associate Professor of History
‡Carol Gayle Moodie (Associate Director): Lecturer in History

The graduate liberal studies program is designed for people with a bachelor's degree who are concerned with their ability to organize conceptually the social, scientific, and humanistic dimensions of the world of the late twentieth century. It is interdisciplinary in nature and non-professional in intent. Graduate education in the liberal arts is based on the assumption that beyond the technical competence required for certain tasks, people need the breadth and wisdom that have traditionally been fostered by the liberal arts. It is no longer possible (if it ever was) to complete a liberal education in four undergraduate years; a truly liberal education, which includes the ability to integrate knowledge from widely different fields, is indeed the task of lifelong learning.

At the heart of the M/LS program is a series of interdisciplinary seminars, team-taught by faculty members representing different disciplines. The emphasis in these specially designed seminars is on integrating the approaches of the different disciplines rather than on acquiring specialized knowledge in one of them. Students in the program are also required to undertake a master's project, again of an integrative, multidisciplinary nature. The aim of the program is to foster the ability to integrate knowledge from several fields and to deal with major questions in the light of the wisdom afforded by a broad knowledge of the liberal arts.

Graduate programs in liberal studies have appealed to businessmen who are moving into upper management roles and see the need for a broad, liberal arts program to help them deal with some of the larger issues they face as they represent their corporations to the outside world. Teachers and librarians have enrolled in graduate liberal studies programs as an alternative to further graduate work in education or a single academic discipline; they find that the broad concerns of a non-disciplinary master's program more closely meet their needs. A third group of students choose this program as an alternative to a self-directed program of reading or to participation in a series of unrelated adult education courses. For them the program provides a carefully organized, coherent approach to further learning in association with other adults who share their concerns and interest.

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†Sabbatical Leave of Absence, 1980-81.
‡Part-time Teaching, 1980-81.

Ten units are required for the M/LS degree: three interdisciplinary seminars, five electives, a colloquium and a master's project. Candidates must earn a grade of "B" or higher in all elective courses to have them count toward the degree. A grade of "C" is considered passing in the interdisciplinary seminars, but a student must have an overall average of "B" or higher in order to obtain a master's degree.

The normal undergraduate course load at Lake Forest College is eight courses per year, but M/LS students are not required to take any minimum number of courses per year to remain in the program; part-time students are encouraged. Since most of the participants in the M/LS program hold full-time jobs or have other responsibilities, the typical pattern has been for graduate students to take one or two courses per semester. There is no penalty for not taking a course each term and there is no arbitrary limit on how long a person may take to finish the program.

Interdisciplinary Seminars

The core of the program is three interdisciplinary seminars centering on the three broad divisions of the curriculum—the humanities, the physical sciences and the social sciences. The seminars meet once a week for a term (fourteen weeks) and carry four hours of graduate credit. (In summer sessions the seminar may be offered in a shorter, more intensive format.) Requirements for the seminar include a substantial research paper on a topic related to the subject of the seminar, chosen by the student in consultation with the instructors. Students enrolled in the M/LS program are expected to take one of the interdisciplinary seminars during their first term at the College. In a term when no interdisciplinary seminar is offered, a student may, with the permission of the M/LS Committee, begin the program with an elective course but no students will be granted admission to candidacy until they successfully complete an interdisciplinary seminar.

The following interdisciplinary seminars have been offered; additional topics will be added to the curriculum each year:

510 DARWIN AND HIS IMPACT ON HIS WORLD AND OURS

The scientific and social scientific concepts of evolution; the world view that Darwinism replaced; the religious response to Darwin's theories; the ways in which social science and popular thinkers used the prestige of scientific theory to justify contemporary business practices; the impact of Darwinism on literature (realism and naturalism); scientific developments since Darwin and the manner in which the study of genetics has confirmed and modified Darwin's theories; the new "sociobiology", the genetic and cultural-evolutionary determination of human behavior. *Professors Faber (Physics), Milne (English and American Studies), and Zilversmit (History). (Not offered in 1980-81.)*

512 THE WHOLE AND THE SUM OF THE PARTS

In what ways does it contribute to our understanding of reality to break up systems into their smallest units? Does the pursuit of the atom provide the only way of understanding the real nature of matter and living things? How has atomic theory changed since the time of Lucretius? What are the relative advantages of understanding people by looking at them as individuals (psychology) or as parts of groups (sociology and social psychology)? In politics, what are the relative advantages and disadvantages of an atomistic as opposed to an organic view of society? How does the individualistic, romantic tradition in literature differ from the classical tradition? *Professors Faber (Physics), Milne (English and American Studies) and Zilversmit (History). (Not offered in 1980-81.)*

514 ECOLOGY

Perspectives on "ecology" as a central theme in the biological sciences, social thought, and popular thought. Changing conceptions of nature and of the interactions of human beings with the rest of the natural world; environmental ethics; the relation of religion, world politics, and national culture to ecology. *Professors Louch (Biology), C. Miller (Politics) and T. Moodie (History). (Not offered in 1980-81.)*

516 THE IDEA OF LAW F

Tuesday 7:00-10:00 p.m.
Saturday 9:00 a.m.-12 noon

The concept of law is a crucial one in both the physical and the social sciences. Is the word used the same way in the natural and social sciences? Has the concept of law changed over the years? How does "natural" law differ from "positive" law? In what ways has the philosophical basis of law changed? How does literature enlarge our understanding of law in these several senses? *Professors Louch (Biology), Milne (English and American Studies), and Zilversmit (History).*

518 INTELLECTUAL REVOLUTIONS OF THE TURN OF THE CENTURY: PSYCHOLOGY, PHYSICS, THE ARTS

In the unsettled period just before and after 1900 a number of intellectuals developed radically new ways of thinking about the natural world, society, and man's nature and artistic vision. These amounted to a series of profound intellectual revolutions, ones that worked their way down into the general consciousness in the years after World War I. Against the background of the intellectual malaise of the 1890's, we will examine the contributions of some major thinkers who have had decisive influence on our world view, including Freud, Einstein, Joseph Conrad and Thomas Mann, and art critics who helped create the new sensibility of modernism. *Professors Faber (Physics), Hansen (Philosophy) and T. Moodie (History). (Not offered in 1980-81.)*

520 THE MIND AND THE BRAIN S

Tuesday, 7:00-10:00 p.m.

Can our understanding of human thought and creativity be enlarged through study of the brain? What is the relationship between the brain and human mental processes and emotions? Does the analogy of the brain and the computer help us to understand human thought and mental illness? The seminar will explore what philosophers, novelists, psychologists and religious thinkers have said about the basic problems of establishing the links between the brain and the infinite complexities of human thought, emotions and creativity. *Professors Glassman (Psychology), Hansen (Philosophy) and Zilversmit (History).*

Electives

Candidates for the M/LS degree are required to take five elective courses. These courses, chosen from the regular Lake Forest curriculum in consultation with a faculty advisor, should represent a number of different disciplines. Electives are selected on the basis of a student's previous academic background and current needs and interest. Only courses at an advanced level will be accepted for graduate credit. Students may, of course, take an introductory level course to prepare themselves for further work in a particular field, but such a course will not count toward the M/LS degree. In some cases, a student may be asked to do some independent reading in order to prepare for an upper level course.

In order for an elective course to earn graduate credit, students are required to do additional work beyond that required of undergraduates. The additional or alternative work is to be defined by the instructor according to guidelines established by the M/LS Committee. It is expected that this work will be a research paper or investigation on an additional topic; in either case emphasis should be on the relationship of the material of the course to other fields. Credit toward the M/LS degree will only be given for elective courses in which a student earns a "B" or higher grade.

Once a student is admitted to candidacy, the M/LS Committee may approve the transfer of up to two graduate courses from an accredited college or university toward meeting the elective requirement. Only those courses in which the student has earned a grade of "B" or higher and which fit into the liberal arts definition of the M/LS program can be considered for acceptance in transfer.

With the approval of the M/LS Committee, students can substitute an additional M/LS seminar or an independent study project for an elective course. Ordinarily, however, a student must take a minimum of three courses from the regular Lake Forest College curriculum in order to meet the requirements of the M/LS degree. That is, the combination of transfer courses, additional M/LS seminars, and independent study projects that are accepted as substitutes for the five elective courses ordinarily cannot total more than two.

Colloquium

In the term before students undertake their master's project they will be asked to enroll in a colloquium with other graduate students preparing to work on their projects. A major purpose of the colloquium is to acquaint students with the kinds of interdisciplinary work that they can regard as models for their own work and to provide guidance in selecting an appropriate topic for the master's project. The first few sessions of the colloquium are devoted to intensive reading and discussions of interdisciplinary studies; thereafter students, with the aid of faculty advisors, will begin developing their own topics. By the end of the colloquium students submit a formal project proposal, including an extended statement of the problem to be examined, an annotated bibliography, and a statement of how the student plans to proceed on the project. Approval of the prospectus by the M/LS Committee is required before the student can register for the master's project.

The Master's Project

The master's project is an independent interdisciplinary report. Its purpose is to demonstrate the student's ability to read widely and intelligently in a number of different disciplines, to integrate this interdisciplinary material and to draw independent conclusions. It is a capstone for the program, demonstrating that graduates have become skilled in independent interdisciplinary thinking, and that they are prepared to continue reading intelligently on their own in a number of fields. In this sense the project will demonstrate that the graduate is ready to continue a program of lifelong learning.

In contrast to a conventional master's thesis, the project must be broad and interdisciplinary. Therefore, the emphasis is not so much on original research in primary sources as on the mastery and integration of disparate materials. Areas which lend themselves to these kinds of projects are interdisciplinary fields such as American Studies, International Affairs, Women's Studies and topics such as art and society, childhood in cross-cultural perspective, science and politics, social deviance, and man and nature. A student may choose to view the aging process in historical and cross-cultural perspective, drawing on readings from psychology, sociology, history and literature. Another student might choose to examine the role of race in American society, using readings from psychology, sociology, history and literature. A third student may choose to examine changing American attitudes toward nature, using art, literature, history and biology.

The student will meet regularly with a member of the faculty who will serve as the project advisor. Ordinarily, it is expected that the project will be completed in one term. If a project is not completed by the end of the term, the M/LS Committee will decide if enough work has been done to merit a grade of "incomplete" (setting a date for the completion of the project no later than the conclusion of the next term) or whether the amount and quality of work merits a failing grade. If a failing grade is given, the M/LS Committee will decide further whether the student should be allowed to continue in the program.

When the project is completed, the M/LS Committee will appoint an examining committee broadly representative of the disciplines which bear upon the topic. At least two of the members of the examining committee will be members of the M/LS Committee and at least two will be from the faculty at large.

The members of the examining committee will read the project report and conduct an oral examination of the student. The committee may recommend that the student be granted a grade of pass, fail, honors, or that the student do additional work to bring the report to an acceptable level.

Admissions

The Graduate Program in Liberal Studies is primarily designed to serve the needs of mature students who are returning to college after an interval of several years. In order to be admitted to the program, candidates must hold a bachelor's degree from an accredited college or university. Candidates should submit transcript records of all college work with their application for admission. The application form asks applicants to write an essay stating briefly how they believe the graduate program in liberal studies will serve their needs. In addition, all applicants must be interviewed by the Director, Associate Director, or another member of the M/LS Committee. The Committee is responsible for admitting applicants. The decision to admit an applicant is based only on the Committee's assessment of whether the applicant is likely to perform well in the program and benefit from it. An application fee of $15.00 is required.

Initial acceptance into the program is on a conditional basis. Successful completion of one of the interdisciplinary seminars (achieving a grade of "C" or better) is required for formal admission into the program (admission to candidacy). The decision to admit a student to candidacy is made by the entire M/LS Committee.

Tuition and Fees

Tuition for all courses in the M/LS program, including the master's project and independent studies, is the same as the undergraduate tuition for regular full-time undergraduates. The 1980-81 tuition rate is $655.00 per course (all of which carry four semester hours credit). No fees are required (except the $15.00 application fee). Summer school is set at the same rate as the regular tuition for the academic year preceding the summer session.

A non-refundable deposit of $100.00 is required at the time of registration in order to reserve a place in any class. This deposit is applied toward tuition for that course.

The College does not offer financial assistance to participants in the Graduate Program in Liberal Studies; students are eligible for participation in the National Direct Student Loan Program if they are at least half-time students (three or more courses per academic year) and demonstrate financial need in accordance with the standards approved by the U.S. Commissioner of Education. In addition, M/LS students who are enrolled at least half-time may secure a Guaranteed Student Loan.

Departments and Departmental Majors

ART

Professor Michael B. Croydon: 20th Century Art History. Painting. Drawing. Sculpture. Photography.
Professor Alex F. Mitchell (Chairperson): Renaissance through Modern Art History. American Art. Painting. Drawing.
†Professor Franz Schulze: 20th Century Art History. Architectural History. American Art and Art Criticism.
Assistant Professor Laura McKeon: Medieval Art History. Ancient through Renaissance Art History.
‡Lecturer Arthur Lazar: Creative Photography.
‡Lecturer Ramona Mitchell: Painting, Drawing, Monoprint.

The department offers one major: Art History.

The principal direction of the department is theoretical rather than practical. The major is in Art History. Nonetheless, in the belief that some personal experience of what an artist actually does is a necessary and enriching accompaniment to art historical study, the department requires that all majors take one course in Studio Art (Art 130), and it encourages them to take more than one. It is the policy of the department that creative work be encouraged. A number of advanced studio courses are offered for credit; and it is possible to take additional courses in the studio area at Barat College.

Art History is a humanistic discipline, and its study should relate to the methods and standards the student will encounter throughout the college. The course work in Art History concerns itself with those things theoretical, historical, critical, and aesthetical, which should add, not only to one's appreciation and understanding of the visual arts, but which, further, are central to any more advanced scholarly approach to the field. The courses are designed to introduce students to the scholarly procedures of the art historian; and, at the same time, they are aimed at those students who wish to expand their knowledge and understanding of art, but are innocent of professional ambitions in the discipline.

The fundamental problems of the history and appreciation of art are explored in a basic course, Art 110, (Introduction to the Visual Arts), a prerequisite for all Art History majors and for anyone wishing to enter further courses in Art History. The more advanced courses deal in a detailed way with the main periods and styles of Western Art, with American Art, and with a variety of more specialized concerns of the art historian.

The history of Western Art from ancient times until the present day is covered in the sequence of courses Art 210, 211, 212, 213, 310, 311, 312, 313, 314. In addition to Art 110, majors must take at least five courses out of this sequence: and if they wish to have a greater understanding of the subject, they should take all the courses listed in the sequence plus Art 111 (History of Architecture). As has been indicated above, one course credit in Art 130 is required for the major, but it must be emphasized that Studio Art credits do not count toward the total number of courses required for the major. Art 130 is a prerequisite for admission to Studio Art except for Art 131 (Drawing), Art 132 (Creative Photography), Art 133 (Film Making), and Art 240 (The Physics and the Art of Photography).

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†Sabbatical Leave of Absence, 1980-81.
‡Part-time Teaching, 1980-81.

110 INTRODUCTION TO THE VISUAL ARTS FS Ms. McKeon, Mr. Mitchell, Mr. Croydon

An analytical and historical survey of the visual arts from antiquity to the present. A prerequisite for all other courses in art history and required of all majors.

111 HISTORY OF ARCHITECTURE

Evolution of architectural style and thought from antiquity to the present. (Not offered in 1980-81.)

130 STUDIO ART: ELEMENTS OF DESIGN FS Mrs. Mitchell

Introduction to basic design problems in various two and three dimensional techniques and media. A prerequisite for most other courses in studio art.

131 STUDIO ART: DRAWING S Mr. Croydon

Principles and practice of drawing, with emphasis on drawing from the model.

132 STUDIO ART: CREATIVE PHOTOGRAPHY S Mr. Lazar

A basic course in photography. (Not open to students who have taken Art 240 or Physics 200.)

133 STUDIO ART: FILM MAKING

A study of film with an emphasis on production and the various techniques of film making. (Not offered in 1980-81.)

210 ANCIENT ART F Ms. McKeon

Painting, sculpture, and architecture of ancient civilizations of Egypt, Mesopotamia, Greece, and Rome.

211 MEDIEVAL ART

Art of the Early Christian, Byzantine, and Medieval periods. (Not offered in 1980-81.)

212 ITALIAN ART OF THE EARLY RENAISSANCE F Ms. McKeon

Painting and sculpture in Italy from the late 13th through the 15th century.

213 NORTHERN EUROPEAN ART OF THE RENAISSANCE PERIOD S Ms. McKeon

Painting, sculpture, and the graphic arts of the Netherlands, Germany, and France from the 14th through the 16th century.

221 HISTORY OF MEDIA AND MATERIALS S Mr. Croydon

The evolution and use of different media, materials, and techniques by the sculptor, painter, and draughtsman in the course of history.

230 STUDIO ART: PAINTING F Mr. Croydon

Advanced creative projects using various painting media.

231 STUDIO ART: SCULPTURE S Mr. Croydon

Advanced creative projects using traditional and contemporary three-dimensional media.

232 STUDIO ART: GRAPHIC ARTS S (A)* S (B)* Ms. McKeon

Advanced creative projects in various printmaking media. 1980-81: Monoprint.

233 STUDIO ART: CERAMICS F Staff

A basic course in the making of pottery, using hand building methods and the potter's wheel.

240 STUDIO ART: THE PHYSICS AND THE ART OF PHOTOGRAPHY F Mr. Donnally, Mr. Croydon

Creative use of the photographic medium along with study of appropriate scientific principles and aesthetic values. Works of influential photographers and important photographic themes will be analyzed. Not open to students who have taken Art 132 or Physics 200. (Also listed as Physics 200).

250 SPECIAL STUDIES: WOMEN IN ART

An investigation of the role of women in the visual arts. (Not offered in 1980-81.)

251 SPECIAL STUDIES: "THE CHICAGO SCENE"

An investigation into the artistic resources of Chicago. (Not offered in 1980-81.)

310 ITALIAN ART OF THE 16TH CENTURY S Mr. Mtichell

Painting and sculpture of the High Renaissance and Mannerist artists in Rome, Florence, and Venice.

311 17TH CENTURY ART F Mr. Mitchell

Painting and sculpture in Europe in the 17th century.

312 18TH AND EARLY 19TH CENTURY ART F Mr. Mitchell

Painting and sculpture in Europe in the 18th and the early 19th Centuries, from Watteau to Goya.

313 19TH CENTURY ART S Mr. Mitchell

Painting and sculpture in Europe during the 19th Century, from the Romantic Movement to the Post Impressionists.

314 20TH CENTURY ART

Painting and sculpture in Europe and the United States from Post-Impressionism to the present. (Not offered in 1980-81.)

320 AMERICAN ART

The visual arts in North America, covering painting, sculpture, architecture, and the applied domestic arts, from art of the colonial period to the present. (Not offered in 1980-81.)

350 SPECIAL STUDIES: GREAT ARTISTS S (B)* Ms. McKeon

Intensive study of the work and lives of individual great artists. In 1980-81: Hieronymus Bosch.

480 SEMINAR

Art historical topics dealt with at a more advanced level. Open only to juniors and seniors. Prerequisite: Art 110, 111, and at least two upper level Art History courses. (Not offered in 1980-81.)

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*7½ week course.

BIOLOGY

Professor Frederic Giere (Chairperson): Vertebrate Physiology. Molecular Anatomy.
Professor Charles Louch: Ecology. Vertebrate Biology. Ethology.
Associate Professor Kenneth Weik: Botany. Phycology. Electron Microscopy.
Assistant Professor Douglas Brown: Molecular Biology. Microbiology.
Assistant Professor Walt W. Lilly: Plant and Fungal Physiology, Evolution.
Assistant Professor Thomas Sanders: Developmental and Behavioral Genetics.

The Biology Department offers a curriculum designed to meet the needs of students planning to become professional biologists and also of those who are simply interested in increasing their understanding of the living world. A diversity of courses accommodates students with a variety of interests, including molecular biology, botany, physiology, genetics and ecology. Tutorials and independent studies are easily arranged for students who are interested in studying subject matter that is not covered in the regular curriculum. Although there are no special pre-medical, pre-dental, or pre-veterinary medical programs, the department offers a combination of courses to help students prepare themselves to enter professional schools in these areas. In addition, there are pre-nursing and pre-medical-technician programs which the College operates in cooperation with Rush University (College of Nursing and College of Allied Health Sciences).

The department's laboratories are well equipped for teaching and research, and the courses are designed to help students become familiar with a variety of research equipment. The department also manages two natural areas which are available for field work.

Human Biology (Biology 101, 102), Environmental Biology (Biology 181) and Introduction to Evolution (Biology 191) are courses designed for non-majors and are open to all students. These courses do not apply toward the major. All courses above 200 do apply toward the major. Biology 261, (The American Forest), has no prerequisite and therefore is available to non-majors. Freshmen may take this course with the consent of the instructor. All other courses have General Biology (Biology 201, 202) as prerequisites. The course numbers indicate the general area of study, viz: 20's-30's: molecular and cellular; 40's-50's: animal organismal; 60's-70's: plant organismal; 80's-90's: population, ecological and evolutionary topics.

The minimum requirements for the major are: Chemistry 110 and 111 plus eight courses in Biology. Students planning to major in Biology should complete Chemistry 111 by the end of the sophomore year.

Psychology 370 (Physiological Psychology) may be applied toward a biology major with the prior approval of the Department.

Qualified students are encouraged to engage in a research project in their junior and/or senior years, to be supervised by a member of the biology faculty. Such projects may take the form of Independent Study Research or Senior Thesis.

Students planning on attending graduate or professional schools are encouraged to prepare themselves in the cognate areas by taking additional courses in chemistry, mathematics and physics. Courses in computer science, statistics, and a foreign language are also desirable.

The department elects students to Beta Beta Beta and to the Society of the Sigma Xi, national honorary societies that are active on the campus.

101 HUMAN BIOLOGY F

Mr. Sanders

A study of the human body and how it is organized to function as an efficient whole. The structure and function of molecules, cells and major organ systems will be discussed. Three lectures and one three-hour lab session per week. (For non-biology majors.)

102 HUMAN BIOLOGY S

Mr. Sanders

A study of human heredity, development, ecology and evolution. The course will examine major ideas about the transmission of traits from one generation to the next, the development of the embryo, behavioral biology, and the evolution, ecology and environmental biology of human populations. Three lectures and one three-hour lab per week. (For non-biology majors.)

181 ENVIRONMENTAL BIOLOGY F

Mr. Louch

This course, designed for non-biology majors, will look at the relationships between plants, animals and the environment. Some of the general topics to be covered will be: weather and climate, some aspects of geology as they apply to living organisms, the oceans as a habitat for plants and animals, some aspects of animal behavior, population growth phenomena, biogeochemical cycles, and energy flow and ecosystem structure. Three lectures and one lab each week. (For non-biology majors).

190 INTRODUCTION TO EVOLUTION S

Mr. Brown

An introduction to evolutionary theory, with emphasis on the works of Darwin, the historical and scientific context surrounding his work, the modern evidence for evolution, and human evolution. Three lectures per week. (For non-biology majors).

201 GENERAL BIOLOGY F

Mr. Brown, Mr. Lilly, Mr. Sanders

A survey of biological molecules, cell biology and genetics. Five lectures and one three-hour lab per week. This course carries 1½ course credits.

202 GENERAL BIOLOGY S

Mr. Giere, Mr. Louch, Mr. Weik

A continuation of the organismic biology of plants and animals; a survey of the taxonomy of plants and animals and an introduction to the evolution and ecology of organisms. Five lectures and one three-hour lab per week. Biology 201 is prerequisite. This course carries 1½ course credits.

220 MICROBIOLOGY S

Mr. Brown

An introduction to the morphology, physiology, classification, and culture of microorganisms. Three lectures and one lab per week.

223 GENERAL GENETICS F

Mr. Brown

Survey of the genetics of procaryotes and eucaryotes, emphasizing the structure and function of nucleic acids and chromosomes. Three lectures and one lab per week.

241 VERTEBRATE STRUCTURE F

Mr. Giere

A discussion of the anatomy of vertebrates from a functional and adaptive viewpoint. Three lectures and one lab per week.

242 VERTEBRATE PHYSIOLOGY S

Mr. Giere

A discussion of the functions of the vertebrate organism. Three lectures and one lab per week. Prerequisite: Biology 241.

261 AMERICAN FOREST F

Mr. Weik

Survey of major forest associations of the United States. The ecology, economic use, and analytical techniques employed in studying forest types. Frequent lab trips to forest preserves of Northeastern Illinois, and the department's field study areas. Three lectures and one lab per week. Prerequisite: Consent of the instructor.

282 MARINE BIOLOGY S

Mr. Louch

The biology and ecology of marine plants and animals. The first part of this course will be taught on the Lake Forest College campus and the last two weeks will be spent at a subtropical marine biology station. Prerequisite: One course in Biology or the consent of the instructor.

301 BIOCHEMISTRY F

Mr. Brown, Mr. Martin

Offered jointly with the Chemistry Department. Introduction to biochemistry at the cellular level. Emphasizing protein structure, enzyme action, carbohydrate metabolism and a brief survey of biological molecules. Three lectures and one lab per week. Prerequisite: Chemistry 220. (Identical to Chemistry 300.)

326 CELL ULTRASTRUCTURE S

Mr. Weik

An introduction to the ultrastructure of typical plant and animal cells and tissues employing the techniques of transmission and scanning electron microscopy. Three lectures and one lab per week.

330 DEVELOPMENTAL BIOLOGY S

Mr. Sanders

A description of the major events and processes, and an analysis of the causal mechanisms by which plants and especially animals develop from single-celled precursors into functional adult organisms. Three lectures and one lab per week.

344 ANIMAL BEHAVIOR

A study of the genetics, ontogeny, phylogeny and adaptive nature of behavior in animals. Three lectures and one lab per week. (Not offered in 1980-81.)

345 ENTOMOLOGY F

Mr. Louch

A study of insects leading toward an understanding of, and appreciation for, this most numerous and diversified class of animals. Three lectures and one lab per week.

361 PLANT SYSTEMATICS F

Mr. Weik

A survey of the morphology, anatomy, reproduction, and classification of representative vascular plants with emphasis on flowering species. The laboratory will stress field and herbarium techniques and recent methods in plant systematics utilizing species in the local flora. Three lectures and one lab per week.

362 PLANT PHYSIOLOGY S

Mr. Lilly

Investigations into physiological, biochemical and developmental processes of higher green plants: Water relations, nutrition, photosynthesis, metabolism, growth regulation and photomorphogenesis. Three lectures and one lab per week. Prerequisite: Chemistry 220.

365 FRESHWATER ALGAE

Investigations into the biology of freshwater algae including the cytology, reproduction, phylogeny, ecology and laboratory maintenance of representative forms. Three lectures and one lab per week. (Offered in alternate years.)

366 BIOLOGY OF THE FUNGI F

Mr. Lilly

A survey of the fungal kingdom: morphology, reproduction, development, physiology, and classification of filamentous fungi and yeasts. Three lectures and one lab per week.

381 ECOLOGY

A study of ecological systems. This is a project-oriented course in which students who have had some previous background in ecology may examine particular aspects of environmental biology by means of laboratory, field, and library research. Three lectures and one lab per week. (Offered in alternate years.)

391 EVOLUTION S

Mr. Lilly

A study of the origin and evolution of living organisms with special emphasis on the origin of life on earth, evidence for biological evolution, mechanisms of evolution and human evolution. Three lectures and one lab per week.

421 ADVANCED MICROBIOLOGY

Pathogens, viruses, and immunology. An examination of pathogenicity and organismal response, including a discussion of pathogenic micro-organisms, how viruses function, and how higher organisms respond to pathogens through the immune response. Three lectures and one lab per week. Prerequisite: Biology 220 or consent of the instructor. (Offered in alternate years.)

424 MOLECULAR GENETICS

Genetics of bacteria, viruses, and plasmids. A discussion of the structure and replication of DNA, the genetic code, mutation, genetic fine structure, regulation of gene expression and recombinant DNA. Three lectures and one lab per week. Prerequisite: Biology 223. (Offered in alternate years.)

428 CELL PHYSIOLOGY F Mr. Giere

Fundamental processes of plant and animal cells, emphasizing detailed physiochemical analyses of photosynthesis and respiration, protein and fat metabolism, ion transport, and the role of the nucleus and cytoplasm in cytodifferentiation. Three lectures and one lab per week. Prerequisite: Biology 301 or consent of the instructor.

440 ADVANCED PHYSIOLOGY

The physiology of a single organ system or of the response of several organ systems to a single insult to the organism. Three lectures and one laboratory per week. Prerequisite: Biology 242. (Not offered in 1980-81.)

441 ENDOCRINOLOGY

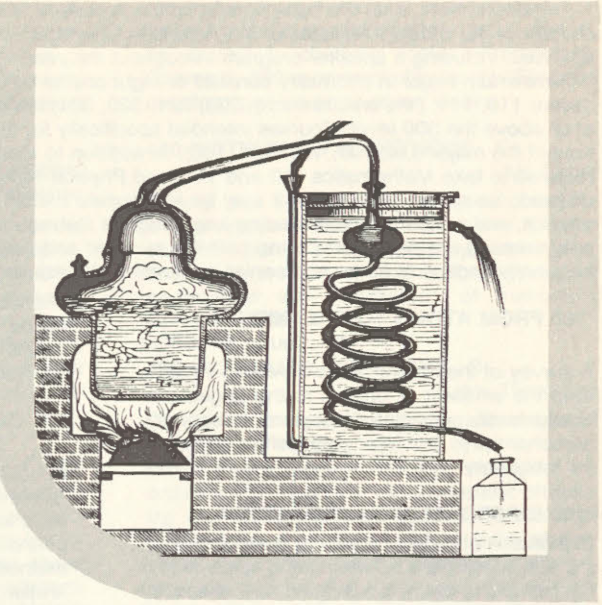
A study of the glands of internal secretion and their products: how they interact with the nervous system to regulate physiological functions and behavior in vertebrate and invertebrate animals. Three lectures and one lab per week. Prerequisite: Biology 242. (Offered in alternate years.)

480 SEMINAR S Staff

Prerequisite: By invitation.

INDEPENDENT STUDY Staff

TUTORIALS (directed study programs on a topic of the student's choice) or RESEARCH PROJECTS are available with the consent of the instructor, as are INTERNSHIPS (a supervised work/study project in a nonacademic environment), with the consent of the instructor and the cooperative agency.



CHEMISTRY

Professor John W. Coutts (Chairperson): Physical Chemistry. Quantum Chemistry.
Professor William B. Martin: Organic Chemistry. Biochemistry. Enzyme Inhibition.
Professor Martin L. Thompson: Inorganic Chemistry. Main Group Synthesis.
Assistant Professor Larry I. Shoer: Analytical and Inorganic Chemistry.
Instructor Laura K. Klingbeil: Organic Chemistry. Synthesis.

The Chemistry Department at Lake Forest College offers a curriculum designed to meet several goals. One of these is to provide some depth and breadth in understanding the important modern principles and theories in all areas of chemistry; this should equip a student with the experiences necessary to correlate, integrate, and explore both familiar and unfamiliar areas of science and of chemistry in particular. A second goal is to provide our students with an exposure to scientific thought and method and to some practical applications of chemistry in modern society.

To achieve these goals, courses are provided which deal specifically with inorganic, organic, physical, analytical, and biological chemistry. A few courses are also available especially for the non-scientist. Our curriculum provides an appropriate experience for students with a variety of educational and vocational objectives: students who take courses in our department prepare for careers in chemistry with or without subsequent graduate study; in other sciences, such as biology or physics; in medicine, dentistry, nursing, veterinary medicine, and health sciences in general; in less directly related areas, such as business, sales, law, or public service. Some students choose chemistry to be equipped to reason scientifically or simply to gain a broad base in their education. The Chemistry Department is well prepared to meet its objectives in terms of staffing, equipment, and library holdings. The faculty is diverse in areas of expertise, and our instrumentation is modern and unusually complete. Instrumentation includes a mass spectrometer; a nuclear magnetic resonance spectrometer; an atomic absorption spectrometer; gas and liquid chromatographs; several infrared, ultraviolet, and visible spectrophotometers; and a variety of apparatus, such as high efficiency distillation columns, vacuum lines, and hydrogenation equipment. All of this equipment is accessible to students at suitable levels in course work and research. Thus, all students are given opportunities by means of courses, independent studies, individual student-faculty contacts, and broad use of instrumentation to develop appropriate proficiency in chemistry.

The department is on the approved list of the American Chemical Society and has an active chapter of the Student Affiliates of the American Chemical Society, which sponsors a variety of activities, including a speaker program throughout the year.

A minimum major in chemistry consists of eight course credits which must include the following seven: 110, 111, (1½ credits each), 220, 221, 320, 321; the eighth chemistry course credit must be at or above the 300 level. Courses intended specifically for the non-science major are not applicable toward the major (i.e., 100, 102, 104, 106). In addition to these requirements, a chemistry major is required to take Mathematics 110 and 111, and Physics 120 and 121. For a student who plans to do graduate study in chemistry, it may be appropriate to take more than the minimum in chemistry, physics, and mathematics. A reading knowledge of German and familiarity with computer programming are desirable. During both the summer and academic year, our chemistry majors frequently engage in junior and senior level research projects.

*100 FROM ATOMS TO GALAXIES F
Mr. Coutts, Mr. Shoer

A survey of the nature of the universe, ranging from the smallest of objects to the largest. Includes basic principles of physics, astronomy, and chemistry, with interrelationships explored. No laboratory.

*102 ENVIRONMENTAL CHEMISTRY

Exploration of those aspects of chemistry dealing with interactions between living systems and the rest of the earth, focusing on how chemistry affects natural processes; relevant background from other sciences included. No laboratory. (Not offered in 1980-81.)

*104 CHEMISTRY AND LIFE S Ms. Klingbeil

Provides sufficient background in chemical principles to allow investigation of topical issues centered particularly around organic and biochemical structures. Chosen topics will include nutrition, food additives, energy problems and alternatives, pollution, pesticides, and recycling. No laboratory. Students with high school chemistry need permission of instructor.

*106 ENERGY AND YOU: AN ECOLOGICAL APPROACH

This course focuses on two of the fundamental laws of science (first and second laws of thermodynamics) and their application to a variety of practical and philosophical questions and problems pertinent to you and your life style: energy generation and interconversion, accompanying efficiencies, "overpopullution," etc. No laboratory. (Not offered in 1980-81.)

110 GENERAL CHEMISTRY I (1½ credits) F
Mr. Thompson, Ms. Klingbeil, Mr. Shoer

Stoichiometry; atomic and molecular structure; chemical bonding; properties and theories of gases, liquids, solutions, and solids. Lab involves introductory quantitative techniques and analysis. Five class meetings, one lab per week.

111 GENERAL CHEMISTRY II (1½ credits) S
Mr. Shoer, Ms. Klingbeil

Fundamental equilibrium considerations of gases and ionic solutions; applications of equilibria to qualitative analysis; coordination compounds, electrochemical and spectrochemical methods of analysis and basic methods of separation. Laboratory includes qualitative and quantitative analysis and introductory instrumental methods. Prerequisite: Chemistry 110. Five class meetings, one lab per week.

220 ORGANIC CHEMISTRY I F
Mr. Martin, Ms. Klingbeil

Introduction to functional groups; nomenclature; resonance; inductive and steric effects; aromaticity; stereochemistry; nature of organic reactions; fundamental experimental methods, infrared spectroscopy, and gas chromatography. Prerequisite: Chemistry 111 or consent of instructor. Three class meetings, one lab per week.

221 ORGANIC CHEMISTRY II S
Mr. Martin, Ms. Klingbeil

Addition, substitution, and elimination reactions; molecular rearrangements; radical reactions; oxidations and reductions; carbohydrates, proteins, and other polymers; organic synthesis; infrared and nuclear magnetic resonance spectroscopy. Prerequisite: Chemistry 220 or consent of instructor. Three class meetings, one lab per week.

300 BIOCHEMISTRY F
Mr. Martin, Mr. Brown

Offered jointly with the Biology Department. Introduction to biochemistry at the cellular level. Emphasizing protein structure, enzyme action, carbohydrate metabolism, and a brief survey of biological molecules. Prerequisite: Chemistry 200. Three class meetings and one laboratory per week.

310 INTERMEDIATE ORGANIC CHEMISTRY S (B)*
Mr. Martin, Ms. Klingbeil

Variable content, with topics selected from the following: proteins and other macro-molecules, enzymic reaction mechanisms; photochemistry; radical reactions; organic reaction mechanisms. Project-type experimental work, including spectroscopic methods. Prerequisite: Chemistry 221. Six class meetings, one laboratory per week for seven weeks. (In alternate years. Offered in 1981-82.)

320 PHYSICAL CHEMISTRY I F Mr. Coutts

Derivation of thermodynamic state variables and their application to the prediction of direction and extent of chemical reactions; homogeneous and heterogeneous equilibria; phase diagrams; introductory statistical thermodynamics. Prerequisite: Chemistry 221 and Mathematics 111, Physics 121. Three class meetings, one lab per week.

321 PHYSICAL CHEMISTRY II S Mr. Coutts

Kinetic molecular theory; chemical kinetics; solution phenomena; crystal structures, electrode processes. Prerequisite: Chemistry 320 or consent of instructor. Three class meetings, one lab per week.

330 QUANTUM CHEMISTRY AND MOLECULAR STRUCTURE S (A)*
Mr. Coutts

Introductory quantum mechanics, emphasizing nature of chemical bonding; determination of molecular structure through spectroscopic and related techniques; introductory group theory, as applied to chemical topics. Prerequisite: Chemistry 320 or consent of instructor. Six class meetings per week for seven weeks.

410 INSTRUMENTAL METHODS F
Mr. Shoer

Theory and operational techniques of instrumental analysis in analytical chemistry. Emphasis will be placed on spectroscopy, separations, and environmental monitoring. Prerequisite (or co-requisite with permission of instructor): Chemistry 320.

420 INORGANIC CHEMISTRY S
Mr. Thompson

Concepts in inorganic chemistry, with emphasis on structure, bonding, and reactivity; molecular orbital theory; electron deficient molecules, coordination compounds, organometallic chemistry; descriptive chemistry used to demonstrate applications of principles and periodic relationships. Laboratory work involves synthesis, analysis, and reactions using specialized techniques. Prerequisite or co-requisite: Chemistry 321. Three class meetings, one laboratory per week.

430 ADVANCED ORGANIC CHEMISTRY S (B)*
Mr. Martin

Theoretical treatment of familiar topics of organic chemistry; quantitative correlations of reaction rates and equilibria, focusing on effects of substrate structures and media changes on reactivity. Prerequisite: Chemistry 221 and 321. Six class meetings per week for seven weeks. (In alternate years. Offered in 1980-81.)

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*Note: Chemistry 100, 102, 104 and 106 are independent, non-mathematical courses designed for students with no previous science background.

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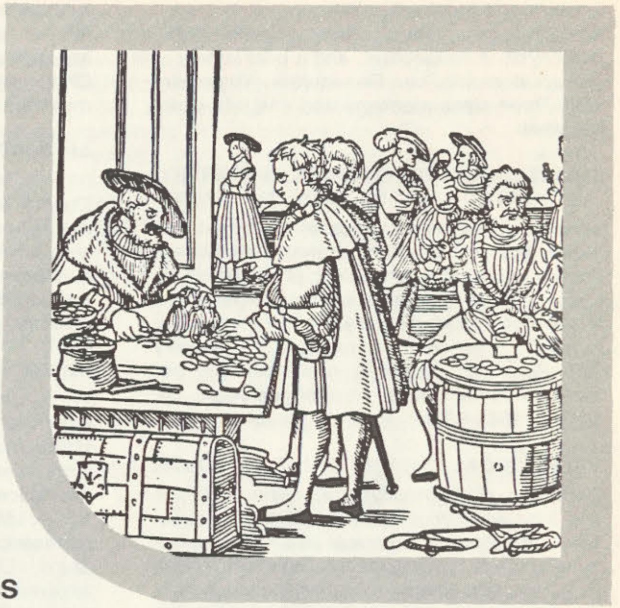
*7½ week course.



ECONOMICS AND BUSINESS

Professor Rosemary D. Hale (Chairperson): Regional economics. Industrial organization. Economics of antitrust. Economics internships.
Professor H. Murray Herlihy: Intermediate micro theory. Labor economics. Economics of health care.
Professor John H. Lorant: Business Management. Organizational Economics. Economics of Health Care Delivery Systems.
Associate Professor Robert Baade: International trade and finance. Macroeconomic theory. Political Economy. Comparative systems.
Assistant Professor Ronald Helgens: Intermediate macro theory. History of economic thought, Econometrics.
Instructor James H. Chessen: Intermediate Macro Theory. Forecasting. Statistics.
Instructor Evan Sue Hoffman Schouten: Intermediate micro theory. Public Finance. Industrial Organization.
‡Lecturer Sarah Core Peters: Accounting.
‡Lecturer Laurence J. Quick: Accounting.
‡Lecturer Cheryl Ross: Accounting.

The Department of Economics and Business has two tracks, the economic one and the business one.

Economics Major

The study of economics is concerned with two basic questions faced in any human society; (1) how available resources are to be allocated among productive uses to yield the greatest total product, and (2) how the fruits of the productive processes are to be distributed among members of society. Since no universal form of socio-economic organization exists, economics examines and compares the different ways in which human societies have sought answers to these two questions.

The study of economics at Lake Forest College can begin at either the freshman or sophomore level. The curriculum of the first year includes an introductory course designed for potential majors and those desirous of a single survey course. In addition, at this level the course offerings include a number of problem or issue-oriented courses.

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‡Part-time Teaching, 1980-81.

Qualified junior and senior majors are encouraged to engage in independent study projects, both within economics and across disciplinary lines. Also, internships in the Summer and Spring terms are available, involving off-campus experiences related to economics.

Economics majors from Lake Forest College have been admitted to some of the top graduate and professional schools in economics, business administration and law. Majors contemplating graduate or professional training are urged to consult with their economics department advisors concerning selection of courses.

Students planning to major in economics should complete the two intermediate sequences (Economics 210, 310 and 220, 320) by the end of the junior year. The major in economics includes as a minimum, Economics 110, 210, and 220, plus any five other economics courses, three of which must be above 200. Economics 110 is a prerequisite for all other courses in the department except 130 and 131 (neither of which is credited to the major).

Economics Courses

110 PRINCIPLES OF ECONOMICS FS Staff

Structure, function, and problems of the American economy, with emphasis on application of economic principles to analysis of current problems.

111 COMPARATIVE ECONOMIC SYSTEMS S (A)* Mr. Baade

Examination and analysis of the role of non-market direction of resources in several countries: The Soviet Union, Eastern Europe, Scandinavia, France, and Great Britain.

112 RADICAL ECONOMICS S (B)* Mr. Baade

Critique of orthodox economics and the economic dimension of American society. Topics covered may include racism, imperialism, health, defense spending, zero economic growth, income distribution, pollution, and the economics of women.

113 MONEY AND CAPITAL MARKETS S (A 7½) Mr. Chessen

Analysis of the economic functions and operations of money and capital markets in the United States, with emphasis on the legal and economic structure of bank and non-bank financial institutions, and the impact of regulation and public policy on funds flow and interest rates.

120 (A)*, 121 (B)* ECONOMICS OF HEALTH CARE S Mr. Herlihy

Analysis of the economic dimensions of health care. 120 involves in-class examination of health care literature; 121 involves field research on health care in Lake County, Illinois. Economics 120 is a prerequisite to Economics 121.

210 PRICE THEORY FS Mr. Herlihy, Mrs. Schouten

Application of both theoretical and empirical analysis to consumer demand, to the firm both as producer of goods and as buyer of inputs, in both monopoly and competitive markets. Industry case studies are included.

214 ECONOMICS OF REGULATION F Mrs. Schouten

Examination of an important class of U.S. industries supplying electricity, natural gas, telephone and telegraph services. Review of the legal, regulatory and economic characteristics of utilities; introduction to the theory of regulation; analysis of utility and regulatory commission behavior; a critique of economic regulation.

220 MACRO-ECONOMICS FS Mr. Chessen, Mr. Helgens

Examination of the major components of national income. Application of macro-economic models to current problems of employment, the price level, and economic growth.

221 BUSINESS CYCLES AND FORECASTING

The nature of business cycles and the uses of business indicators, consumer and business expenditure surveys in forecasting economic activity. Students will make their own forecasts by building a GNP expenditure model. Prior knowledge of the computer or statistics is useful but not required. Prerequisite: Economics 220. (Not offered in 1980-81.)

230 ECONOMIC STATISTICS F Mr. Chessen

Distribution analysis, probability theory, sampling theory, statistical inference, regression and correlation analysis, with emphasis on application of statistical techniques to economic problems and policies. (Same as Mathematics 150.)

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* (A) = first 7½ weeks.
(B) = second 7½ weeks.

240 REGIONAL ECONOMICS F
Mrs. Hale

Application of economic analysis to current problems in urban and suburban America, such as housing, transportation, growth and finance.

250 HISTORY OF ECONOMIC THOUGHT F
Mr. Helgens

An introductory survey of the historical evolution of economic concepts, with emphasis on the development of economic theory. Some consideration will be given to the relevance of economic theory to analysis of current economic problems.

310 INDUSTRIAL ORGANIZATION S
Mrs. Hale

Analysis of market structure and performance of monopolistic, competitive, oligopoly and non-profit institutions. Prerequisite: Economics 210.

320 MONETARY AND FISCAL POLICY S
Mr. Baade

Analysis and comparison of Keynesian, Neo-Keynesian, Neo-classical, and monetarist approaches to macroeconomic stabilization policy. Prerequisite: Economics 220.

330 INTRODUCTION TO ECONOMETRICS S
Mr. Helgens

Use of statistical methods, especially multiple regression, to test hypotheses based on economic theory. Some use of computer programs. Prerequisite: Economics 230.

340 MANAGERIAL ECONOMICS F
Mrs. Schouten

The economic modeling of particular firms for the purpose of solving specific management problems, with emphasis on the reasoning process and model construction. Prerequisite: Economics 210, Mathematics 110.

345 CORPORATION FINANCE F
Mrs. Schouten

Identification of the institutional setting in which the firm operates, and exploration of how the investment, financing and dividend decisions affect the objectives of the firm. Prerequisites: Economics 130 and 230.

410 ANTI-TRUST IN AMERICA F
Mrs. Hale

Examination of the problems of market power by studying the leading U.S. Supreme Court cases. Prerequisite: Economics 310.

420 LABOR IN THE AMERICAN ECONOMY F
Mr. Herlihy

Economics of the labor market. The labor problems of American industrial society, in the context of labor unions and collective bargaining. Prerequisite: Economics 210, or consent of instructor.

430 INTERNATIONAL ECONOMICS F
Mr. Baade

Principles, institutions, and policies of international trade and finance. Prerequisite: Economics 210 and 220, or consent of instructor.

490 INTERNSHIPS IN ECONOMICS S (A*, B*)
Mrs. Hale

A work-study program which will provide an opportunity to supplement the academic with work experience in business, social, and government agencies, available Spring and Summer terms. Some internships have specific course prerequisites to be completed before the internship begins. Two course credits.

INDEPENDENT STUDY

Tutorials, research projects, senior theses are available forms of independent study, with the consent of the instructor.

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*(A) = first 7½ weeks.
(B) = second 7½ weeks.

Business Major

The business major is designed to provide the student with a basic understanding of the financial aspects of the business world. An introduction to the various concentrations in the study of business is also provided.

The study of business may begin at either the freshman or sophomore level. The curriculum of the first year could include Marketing, Management, and Introduction to Finance.

Students planning to major in business should have Mathematics 105 or equivalent before entering any business course. Accounting I and II are required for any Finance course.

The major consists of eleven courses.

I. PERSPECTIVES IN HUMANITIES, SCIENCE & SOCIAL SCIENCE (select one course in three of four categories)
   A. Philosophy 203 (Ethics of Business & the Professions)
   B. History/Politics: Politics 270 (Business & Society) or History 260 (American Business and Economic History)
   C. Science: Chemistry 106 (Energy and You) or Physics 108 (The Energy Crisis) or other courses in the departments of Biology, Chemistry, or Physics as approved by the Chairperson of the Department of Economics and Business.
   D. Psychology: Psychology 240 (Organizational & Industrial) or Psychology 325 (Consumers and Sellers)

II. MATHEMATICS
   Mathematics 105 (Elementary Functions), required or competence, and one of the following:
   Computer Studies 111 (Computer Programming I)
   Mathematics 150 (Introduction to Probability Theory and Stat. Inference)
   Economics 230 (Economic Statistics)

III. BUSINESS AND ECONOMICS (choose seven)
   Business 135 (Management)
   Business 136 (Marketing)
   Business 137 (Introduction to Finance)
   Business 130 (Accounting I)
   Business 131 (Accounting II)
   Economics 110 (Principles of Economics)
   Economics 210 (Price Theory)
   Economics 220 (Intermediate Macroeconomics)

IV. Beyond these eleven or twelve courses, student programs could be tailored to satisfy individual goals. So with the advice of the academic advisor, the student will plan a total program which might well include courses from the list below.
   FINANCE SEQUENCE:
   Economics 345 (Corporation Finance)
   Economics 340 (Managerial Economics)
   Business 233 (Accounting III — Cost Accounting & Quality Control)
   TO BE ADDED FOR 1981-82:
   Business 350 (Capital Budgeting — Capital Asset Pricing)
   Business 360 (Investments — Process of Selecting Among Alternative Financial Assets)
   Business 370 (Security Analysis)
   Business 380 (Risk & Uncertainty)
   Business 460 (Seminar)

Business Courses

130 ACCOUNTING I FS
Mr. Helgens, Mr. Quick

Fundamental principles and procedures of accounting for business enterprises.

131 ACCOUNTING II S
Mr. Lorant, Mr. Quick

Analysis and interpretation of accounting statements and data for management purposes. Prerequisite: Economics 130.

135 MANAGEMENT S
Mr. Lorant

The study of the decision-making process and the structure of authority in making decisions.

136 MARKETING F
Mr. Lorant

The study of the psychology of buying and selling.

137 INTRODUCTION TO FINANCE S
Mrs. Schouten

An examination of financial aspects of industry and on the use and evaluation of financial statements. Prerequisite: Accounting I and II

233 ADVANCED ACCOUNTING III F
Mrs. Ross

Theory of cost accounting and cost control, including job order and process costs, budgeting and direct costing, and the management utilization of cost information (200 and 300 level).

350 CAPITAL BUDGETING

Includes capital asset pricing, discounting cash flow evaluation, introduction to risk analysis, multiperiod analysis under uncertainty, and evaluation of investment opportunities (300 level). Prerequisite: Accounting I and II. (Not offered in 1980-81.)

360 INVESTMENTS

Studies the process of selecting among alternative financial assets from the viewpoint of the individual. Looks at such topics as present value, security markets and industry developments, futures trading, trading practices, and regulatory aspects. Prerequisite: Accounting I and II. (Not offered in 1980-81.)

370 SECURITY ANALYSIS

Examines such topics as the valuation of corporate securities, financial statement analysis, and economic and regulatory environment of the securities markets. Prerequisite: Accounting I and II. (Not offered in 1980-81.)

380 RISK AND UNCERTAINTY

This course examines nonspeculative risks in business and studies selected management devices for dealing with risks and the development of criteria for risk management decisions. Case studies may be employed to illustrate avoidance, reduction, transfer, and control of risk. Prerequisite: a course in statistics. (Mathematics 170 or Economics 230). (Not offered in 1980-81.)

460 SEMINAR

This course involves an in-depth study of selected topics in business or finance that was not covered by the regular courses.

RECOMMENDED:
- Mathematics 272 (Data Structures and Data Management)
- Economics 330 (Introduction to Econometrics)
- Economics 221 (Business Cycles and Forecasting)
- Economics 430 (Labor in the American Economy)
- Mathematics 110/111 (Calculus I and II)
- Politics 120 (American Political Institutions)
- History 121 (Modern America)
- A Foreign Language Through 240 Level.

EDUCATION

Professor Forest Hansen: Philosophy of Education.
Professor Arthur Zilversmit: History of Education.
Associate Professor Phylis Frankel: Behavior Disorders and Learning Disabilities. Psychology Applied to Education.
Assistant Professor Barbara Guenther: Writing Skills for Teachers.
Assistant Professor Mark Tierno (Chairperson): Early Adolescent Development and Middle/Secondary School Education.
Instructor Julie W. Massey: Clinical Experience In Education.
‡Lecturer Florence Singer: Art Education.

The belief of the Education Department is that the best preparation for any teaching career—elementary or high school—is a broad and liberal education. Accordingly, all candidates for teaching certificates are required both to take courses throughout the divisions of the college and to complete an academic major. There is no major in Education at Lake Forest College.

Since there is an expressed need for teachers who are specially prepared to work with students between the ages of 10 and 14, the Department of Education has developed a program that focuses on teaching in the middle/junior high school (grades 5-9). Students who complete the Lake Forest College Middle School Program will receive endorsement on their transcript and a special letter of recognition in their placement file.

Lake Forest College is also entitled by the state to prepare students for certification in elementary schools (grades K-9) and high schools (grades 6-12).

Students who are particularly interested in urban education may participate in the Urban Education Program of the Associated Colleges of the Midwest (ACM). ACM coordinates many programs for students in nearby Chicago.

Teacher candidates interested in elementary or secondary education are required to elect an academic major as well as meet the general education requirements outlined by the State Certification Board.

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‡Part-time Teaching, 1980-81.

Those students who wish to complete State Certification at any teaching level must complete the requirements for admission to the certification program.

Most students will complete a minimum of 100 clock hours of classroom experience with children prior to their student teaching. While many of these hours are accumulated during regular education classes, a variety of internships are also available.

Students who wish to study American education, but do not intend to teach may elect to take education courses without applying for the certification program.

Admission Procedures for the Illinois State Teacher Certification Program at Lake Forest College.

Sequence of Events leading to Teacher Certification — Elementary (K-9) or High School (6-12).

1. *Education 210.* The candidate must receive a grade of "B" or better in the course. Students who do not meet this requirement should request a meeting with the Chairperson of the Education Department to discuss further plans. The Chairperson may then recommend that the candidate arrange a personal interview with the Education Advisory Council.*
2. *Personal Interview.* A student who receives a grade of "B" or better in education 210 must then request an interview with two members of the Education Advisory Council and the Chairperson of the Department of Education to determine the student's goals for a teaching certificate and to determine whether or not the student appears to be the type of individual the teaching profession requires. If there is some doubt among the committee members about the potential of the student, a local school principal may be asked to interview the student.
3. *Admission to the Program.* Students who meet these criteria are then officially admitted to the program leading to teacher certification: admission is noted on the students' transcripts.
4. *Coursework.* (See the Chairperson of the Department for documents that describe coursework requirements of LFC and the State of Illinois for the type of certificate sought.)
5. *Application for Student Teaching.* Once the student has completed all of the required coursework (or shows proof of registration), he or she must then supply to the Education Advisory Council* the following information:
    a. a letter of recommendation from his/her academic advisor
    b. his/her LFC transcript showing a 2.5 average in Professional Education courses, a 2.5 average in General Education courses, and a 2.5 in the academic major
    c. proof that he/she has completed a minimum of 100 hours of clinical experiences that involved direct contact with children and teachers — usually accomplished in Ed 311 and fieldwork hours in Ed 210, 313 or Barat's 204
    d. *by unanimous consent the Education Advisory Council* may waive the grade point average requirement*
6. *Acceptance Into Student Teaching.* Students who meet the criteria will be notified that they have been accepted into the student teaching program.
7. *Student Teaching.* See course descriptions for Ed 418 and 420. Students must receive credit for the course in order to be eligible for certification.
8. *Application for a certificate.* In the term preceding graduation (or during the term in which student teaching was completed) the student will complete the necessary forms and pay a $20.00 fee at the Registrar's Office.

State of Illinois — Standard Elementary Certificate (K-9)
(Recognized and Approved 12/30/68; 6/20/80)

A. General Education

1. Language Arts (English, Composition, Speech and/or Drama)	3 courses
2. Science	2 courses
3. Social Science (including one course in American History or American Government)	2 courses
4. Humanities (including minimum of ½ course Music, ½ course Art)	1½-2 courses
5. Mathematics	2 courses
6. Electives in any of the above fields and/or psychology (except Educational Psychology)	3 courses
7. Academic Major (any available at LFC)	8 courses (minimum)

B. Professional Education: Elementary

1. Observing the Schooling Process	1 course (Ed. 210)
2. Philosophies of Education, or, History of Education	1 course (Ed. 220 or Ed. 270)
3. Psychology Applied to Education	1 course (Ed. 310)
4. Advanced Field Work and Research	1 course (Ed. 311)
5. Art Education (Applied to Humanities and general education)	½ course (Ed. 312)
6. Theories and Methods of Language Learning, K-6, Barat College	1 course (Ed. 204)
7. Health Education	1 course (Ed. 314)
8. Methods and Materials of Teaching in the Elementary Grades	1 course (Ed. 417)
9. Student Teaching in the Elementary Schools	3 courses (Ed. 418)

State of Illinois — Standard Secondary Certificate (6-12)
(Recognized and approved 12/30/68; 6/20/80)

A. General Education

1. Language Arts (English, Composition, Speech and/or Drama)	2 courses
2. Science and/or Mathematics	2 courses
3. Social Science (including American History and/or American Government)	2 courses
4. Humanities (Art, Music, Foreign Language, Philosophy, Religion, Literature)	2 courses
5. Electives in any of the above fields including psychology (except Educational Psychology)	2 courses
***6. Academic Major (English, French, German, Spanish, History, Mathematics, Natural Science/Biology, Natural Science/Chemistry, Natural Science/Physics, Social Studies/American Studies, Social Studies/Economics, Social Studies/History, Social Studies/Politics, Social Studies/Sociology & Anthropology, Social Studies/Psychology)	8 courses

B. Professional Education: Middle School/Jr. High/High School
(R)=required (E)=elective

	Section I:	
(R)	Observing the Schooling Process (prerequisite to courses in Section II)	1 course (Ed. 210)
	Section II: Courses are open to those who have completed Ed. 210	
(R)	Philosophies of Education, or,	1 course (Ed. 220)
(R)	Education in American Society	1 course (Ed. 270)
(R)	Reading in the Content Areas	1 course (Ed. 313)
(E)	Guidance Skills for Classroom Teachers (required for middle school program)	1 course (Ed. 330)
(R)	Advanced Field Work and Research Internship (may be taken more than once)	1 course (Ed. 311)
(E)	Special Topics in Teaching Grades 5-8 (required for middle school program)	1 course (Ed. 317)

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*Members of the Education Advisory Council, 1980-81: Mr. Tierno, Mr. Hansen, Mr. Garneau, Ms. Frankel, Mr. Speros, Mr. Sanders, Ms. Guenther, Ms. Massey, Ms. Singer, and 3 student members, Cheryl Tarr, John Totaro, Gregory Zielinski.

***LFC is entitled by the State of Illinois to prepare students for high school (6-12) teaching certificate in these subjects *only*. Descriptions of specific course requirements for each subject are available from the Chairperson of the Department of Education.

Section III: The following courses are open only to juniors and seniors who have completed the Section II courses. Exceptions are made for transfer students and others who seek flexibility in their scheduling.

(R)	Psychology Applied to Education	1 course (Ed. 310)
(R)	Health Education	1 course (Ed. 314)
(E)	Behavior Disorders and Learning Disabilities in Children	1 course (Ed. 340)
(E)	Special Studies in Education (advanced internship)	1 course (Ed. 415)
(R)	Curriculum Design and Instructional Methods for Middle School/Jr. High/High School Teachers (Must be taken before 420.)	1 course (Ed. 419)
(R)	Student Teaching: Middle School/Jr. High/High School (3 course credits)	3 courses (Ed. 420)

The Middle School Teacher Preparation at Lake Forest is a combination of courses required for State of Illinois Elementary or Secondary Certification and additional courses which focus specifically on the 10-14 year old in grades 5-8.

The Middle School Teacher Preparation curriculum includes the following required courses:

1.	Guidance Skills for Classroom Teachers	1 course (Ed. 330)
2.	Special Topics in Teaching Grades 5-8	1 course (Ed. 317)
**3.	Reading in the Content Areas	1 course (Ed. 313)
**4.	Curriculum Design and Instructional Methods for Middle School and High School Teachers	1 course (Ed. 419)
**5.	Student Teaching: Grades 5-8	3 courses (Ed. 420)

The following elective is available:

1.	Internship in Middle School Teaching	1-4 courses (Ed. 311)

210 OBSERVING THE SCHOOLING PROCESS F

Mr. Tierno

An introduction to the process of teaching from pre-school to adult education. Participants observe and analyze a variety of educational settings.

219 WRITING SKILLS FOR TEACHERS S

Ms. Guenther

Students will examine the process of writing by composing short papers and by evaluating the writing of others, including papers written by high-school students. Class members will observe writing instruction in area schools and will both observe and tutor in the College's Writing Center. Lectures, reading, and discussion coupled with practical experience will allow students to explore such topics as grammar, patterns of organization, the research paper, making good assignments, and grading papers effectively. (Also listed as English 227.)

220 PHILOSOPHIES OF EDUCATION S

Mr. Hansen

Introduction to contemporary philosophies of education with special attention to their views of human nature and their justification of the claimed goals and values of education. (Also listed as Philosophy 220.)

270 EDUCATION IN AMERICAN SOCIETY AND THOUGHT

Historical role of education in American society; education as a panacea and as a practical solution; schooling vs. education. Emphasis is on the twentieth century. (Also listed as History 270.) (Not offered in 1980-81.)

310 PSYCHOLOGY APPLIED TO EDUCATION S

Ms. Frankel

Principles of psychology as applied to the teaching-learning situation. Emphasis is on teaching as applied psychology and the socio-emotional contexts of education. Juniors and Seniors.

311 ADVANCED FIELD WORK AND RESEARCH F

Ms. Massey

Students who have completed 210 and wish to have additional experience of a different nature in school settings may apply for independent study in schools. Research on some special aspect of schooling is required.

**These courses are also required for the State Secondary Teaching Certificate.

**312 ART EDUCATION F½

Ms. Singer

The media and methods of teaching elementary school art. Required only for elementary certification and applicable under State General Education Requirements, Art. One half course.

313 READING IN THE CONTENT AREAS F

Mr. Tierno

Multiple approaches to the teaching of reading, characteristics of basic language learning, and the application of learning theories and models to the teaching of language and reading in the content areas.

314 HEALTH EDUCATION S

Ms. Massey

Emphasis on normal physical, emotional, and moral growth and development from early childhood through adolescence. Methods of teaching about sex, drugs, alcohol and general health-related issues are covered. Required for both elementary and secondary certification candidates. Intended primarily for juniors and seniors who plan to complete certification. Open to others with permission of the instructor.

317 SPECIAL TOPICS IN TEACHING GRADES 5-8 (MIDDLE SCHOOL/ JUNIOR HIGH SCHOOL) S (A)*

Mr. Tierno

Emphasizes the importance of developing special skills, competencies, and understandings for teaching middle school/junior high students. The history, philosophy, and current practices of the middle school are explored through action research. A current topic of interest and importance is explored by participating in an on-going program at a middle school (e.g., dramatics, outdoor education, adolescent literature.)

330 GUIDANCE SKILLS FOR CLASSROOM TEACHERS S (B)*

Mr. Tierno

A learning experience in the development of practical skills, such as values clarification, and group and individual counseling techniques. The focus is on fostering human relations in the classroom. (Required for middle school program.)

340 BEHAVIOR DISORDERS, LEARNING DISABILITIES AND PHYSICAL HANDICAPS

A course dealing with specific problems occurring in early development — covering such areas as mental retardation, emotional disturbance, and learning disabilities. We will focus on special diagnostic problems and specific methods of treatment including play therapy and classroom techniques for facilitating learning. Field experience will also be required. Also listed as Psychology 340. (Not offered in 1980-81.)

415 SPECIAL STUDIES IN EDUCATION FS (A, B)*

Mr. Tierno

Advanced research in the process of schooling and teaching. May be an independent project or an advanced internship. Juniors and Seniors.

417 TEACHING ELEMENTARY GRADES (K-5): METHODS AND MATERIALS F

Ms. Massey

Taken prior to associate teaching. Stresses practical skills of classroom teaching.

418 STUDENT TEACHING ELEMENTARY GRADES S

Ms. Massey

Full day supervised teaching for 14 weeks in cooperating school. Triple course credit. Permission of Education Advisory Council required.

419 CURRICULUM DESIGN AND INSTRUCTIONAL METHODS FOR MIDDLE SCHOOL/JUNIOR HIGH AND HIGH SCHOOL TEACHERS F

Mr. Tierno

Stresses the practical use of educational theory in the classroom by focusing on lesson and course planning, evaluation, discipline, and the politics of teaching. Also explores the American high school and middle school today. Prerequisites: Education 210, 220 or 270, 310, 314, or permission of instructor. One full course.

420 STUDENT TEACHING: MIDDLE SCHOOL/JUNIOR HIGH/HIGH SCHOOL S

Ms. Massey, Mr. Tierno

Full day supervised teaching 14 weeks in cooperating school. Triple course credit. Permission of Education Advisory Council required.

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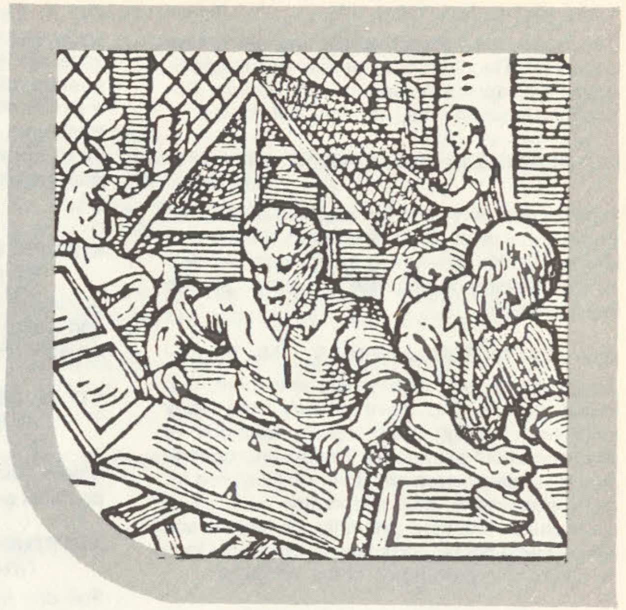
*7½ week course.

**This course required for certification does not carry graduation credit, but will be given recorded credit on the student's academic record and may be taken in addition to the regular course load. No tuition fee charged for this course.



ENGLISH

†††Professor Rosemary E. Cowler (Chairperson): English literature, late Renaissance and Eighteenth-Century. Literary theory.
Professor Kenneth C. Bennett: English literature, the Nineteenth Century. Contemporary drama and dramatic theory.
Professor W. Gordon Milne: American literature, Nineteenth and Twentieth-Century fiction.
Associate Professor Robert M. Greenfield: Comparative literature. Modern literature. Folklore. Social theory.
Associate Professor Ann Louise Hentz: English literature, the Renaissance. Modern poetry. Women writers.
Assistant Professor Barbara Guenther: Communication skills. English literature, Modern poetry.
Assistant Professor Nance Van Winckel: Creative Writing (Poetry and Prose); Expository Writing.
Instructor Diane M. Ross: English literature, Medieval and Renaissance, History of the English Language. Twentieth Century American literature.
‡Lecturer Robert J. Borta: Composition
‡Lecturer Robert Orr: Film Studies.

The department is essentially a department of literature, though this in itself entails a concern for writing and there is provision for a writing concentration within the major.

Considering literature broadly as "that which distills, preserves and then enlarges the experience of a people," we in the English-speaking world are the inheritors of a great literary tradition, perhaps the richest in western history. This is the subject matter of English study. For the reader as well as the writer there is the study of techniques of effective communication and the cultivation of imaginative perception and, for the writer, expression.

A college major in English, then, in addition to comprising studies which are liberal and humane and thus appropriately "educative" ends in themselves, provides useful general preparation for employment by developing sensitivity to language and strong communication skills. For beyond the career opportunities in fields traditionally associated with the study of English — teaching, professional writing, editing and publishing — there is an expanding market in business and elsewhere for those who can read and write well in an age when most cannot.

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†††Sabbatical Leave of Absence, Spring 1981.
‡Part-time Teaching, 1980-81

Within the department a student may major either in the traditional literature program or in writing, focusing there either on creative or expository writing. The requirements for both majors include, initially, the introductory course, 105 (prerequisite for all advanced courses but not counted toward the major), and a three-term sequence in English literature: 200, 201, and 202 — to be taken in chronological order. In addition, the literature major must take one period course (300, 301, 302, 303, 304, 305, 306, or 400); the senior integrating course (450); one course chosen from among the following: 203, 204, 206, 207, 220, or any other of the period courses; and at least two other English courses as electives. For the writing major, further requirements include one course in American Literature (203, 204, or 205); the appropriate writing courses (for imaginative writers 240 or 241, 340, and 440; for expository writers 341, an internship or some other practical experience, and 440), with the final course (440) including a culminating project; and at least one more English course as an elective.

Once the student has declared a major he or she will, in consultation with an advisor, work out an appropriate program from among various period and genre courses, colloquia, independent studies, writing courses, film courses, and electives in related fields. Literature majors who plan, upon consultation with their advisor, to do graduate work should orient their programs toward the period courses and should have a reading knowledge of at least one modern foreign language, preferably French or German.

Because of the wide appeal of literature for all students, the department offers a range of courses attractive to the non-major as well as to the major. Writing courses include English 100 (Composition) and English 240 or 241, for those with the proper background. While the general level of courses is indicated by the numberings, many 200 level courses are open to freshmen, especially in the spring, with some also open to qualified freshmen in the fall. All English courses are open to upperclassmen, **though writing courses require the approval of the instructor.**

Those special studies courses, the topics of which vary from year to year (223, 224, 326, 350, and 400) may be taken more than once, but majors may count them only once toward the minimum major of eight courses.

100 ENGLISH COMPOSITION FS

Staff

Designed for freshmen and other students (upon consultation with the composition advisor) who need practice in writing effective expository and argumentative prose. Includes study of research skills. Emphasis on methods of developing papers and achieving unity and coherence, as well as on grammar, usage, and other fundamentals of English. (Does not apply toward the major.)

101 WRITING CENTER TUTORIAL FS

Ms. Guenther

To improve expository writing skills, students will meet individually with the Composition Advisor each week for two semesters, one course credit to be granted upon completion of the second consecutive term. Assignments will vary with individual needs, with students writing diagnostic tests at the beginning and end of the course and maintaining a file of written work. (Does not apply toward the major.)

105 INTRODUCTION TO LITERATURE FS

Ms. Cowler, Ms. D. Ross

An introduction to literature through the study of such genres as poetry, the short story or short novel, and drama. Required for beginning English majors.

109 MYTH AND LITERATURE

Detailed study of various representative myths and mythic archetypes (e.g., Creation, Fall, Satan, the Mother Goddess) and their influence on western literature. Readings from the Bible, Greek and Roman mythology, medieval and modern literature. (Not offered in 1980-81.)

200 ENGLISH LITERATURE I: THE MIDDLE AGES AND THE RENAISSANCE FS

Ms. Cowler, Ms. Hentz

The first of the three-term sequence in the English tradition, in which such major figures as Chaucer, Shakespeare, and Spenser are seen against the background of the literature of the two periods.

201 ENGLISH LITERATURE II: THE SEVENTEENTH AND EIGHTEENTH CENTURIES FS

Ms. Hentz

The continuing study of the English tradition through the 17th and early 18th centuries with such important late Renaissance poets as Donne and Milton and such neo-classical writers as Pope and Swift. Prerequisite: English 200.

202 ENGLISH LITERATURE III: THE ROMANTIC, VICTORIAN, AND EARLY MODERN PERIODS FS Mr. Bennett

The last of the sequence, bringing the study of English literature through the later 18th century and the 19th century to the early moderns. Prerequisite: English 200 and 201.

203 AMERICAN LITERATURE I: EARLY AMERICAN LITERARY CULTURE

The origins and growth of the American literary imagination from its beginnings in Puritan documents through major works of the early Romantics. (Not offered in 1980-81.)

204 AMERICAN LITERATURE II: STUDIES IN 19TH CENTURY AMERICAN LITERATURE F Mr. Milne

Works of representative writers: Poe, Hawthorne, Melville, Thoreau, Emerson, Whitman, Dickinson, Twain.

205 AMERICAN LITERATURE III: STUDIES IN 20TH CENTURY AMERICAN LITERATURE S Mr. Milne

Works of representative writers: James, Crane, O'Neill, Adams, Mencken, Frost, Fitzgerald, Hemingway, Faulkner, Dos Passos.

206 WORLD LITERATURE I: MASTERPIECES OF LITERATURE, ANCIENT AND MEDIEVAL

The origins of western literary tradition traced through such classic figures as Homer, Virgil, Dante, Chaucer, and Rabelais and through selected examples from Greek drama and Medieval drama and romance. (Not offered in 1980-81.)

207 WORLD LITERATURE II: EUROPEAN CLASSICS OF THE RENAISSANCE AND ENLIGHTENMENT

Study of such major figures as Montaigne, Cervantes, Shakespeare, Milton, Racine, Molière, and Voltaire. (Not offered in 1980-81.)

208 WORLD LITERATURE III: EUROPEAN CLASSICS OF THE LATE 18TH AND 19TH CENTURIES

Readings in such major Romantic and early "modern" authors as Rousseau, Goethe, Balzac, Flaubert, Zola, Dostoevsky, Tolstoy, and Ibsen. (Not offered in 1980-81.)

220 SHAKESPEARE S Ms. Hentz

Selected plays to show Shakespeare's variety; intensive analysis of either "King Lear" or "Hamlet."

221 CONTEMPORARY LITERATURE

Literature of both East and West, drawn mainly from writings of the past thirty years, including works of Mishima, Mao Tse-Tung, Kawabata, Lagerkvist, Dürrenmatt, and Grass. (Not offered in 1980-81.)

222 INTRODUCTION TO FOLKLORE S Mr. Greenfield

An introduction to various kinds of folklore — fables, riddles, tall stories, fairy tales, trickster tales, legends, folk songs, superstitions and magic formulas — and an exploration of present-day literary and popular use of folklore.

223 LITERARY TYPES AND TRADITIONS

Investigation of the development and character of some genre or form of literature: tragedy, comedy, satire, biography, the lyric, the short story. (Not offered in 1980-81.)

224 SPECIAL STUDIES

Intensive analysis of the works of one or two important literary figures or the detailed study of a single major work. (Not offered in 1980-81.)

225 WOMEN WRITERS F Ms. Hentz

Women writers of the 19th and/or 20th century. The 19th century might include writers such as the Brontes, Gaskell, Eliot, Dickinson; the 20th century, writers such as Woolf, Cather, Plath, Rich.

227 WRITING SKILLS FOR TEACHERS S Ms. Guenther

Students will examine the process of writing by composing short papers and by evaluating the writing of others, including papers written by high-school students. Class members will observe writing instruction in area schools and will both observe and tutor in the College's Writing Center. Lectures, reading, and discussion coupled with practical experience will allow students to explore such topics as grammar, patterns of organization, the research paper, making good assignments, and grading papers effectively. (Also listed as Education 219.) (Does not apply toward the major.)

228 INTRODUCTION TO FILM F Mr. Orr

An introduction fo film studies, stressing film history and the development of film language. Students will view works by important European, Asian and American film-makers — films like **Citizen Kane, Rashomon,** and **The Bicycle Thief** — which treat fundamental issues of human value and experience.

240 CREATIVE WRITING — FICTION FS Ms. Van Winckel

A beginning course in the craft of fiction — the short story and the novel — and non-fiction that utilized narrative techniques. Group discussions and individual conferences. Prerequisite: consent of instructor.

241 CREATIVE WRITING — POETRY F Ms. Van Winckel

A beginning course in the craft of poetry. Group discussions and individual conferences. Prerequisite: consent of instructor.

300 MEDIEVAL STUDIES: THE LITERATURE OF KING ARTHUR

The course will trace the rise of the legend of King Arthur and its impact on European literature. The main focus will be on such medieval masterpieces as Chretien de Troyes' **Erec and Enide, Lancelot,** and **Yvain,** Wolfram von Eschenbach's **Parzival,** the **Tristan** of Gottfried von Strassburg, the French **Quest of the Holy Grail** and the **Death of King Arthur,** and the English **Alliterative Morte Arthure,** along with selections from Malory and Tennyson's **Idylls of the King.** (Not offered in 1980-81.)

301 THE RENAISSANCE: AGE OF EXPERIMENT

A study of Renaissance literary art in prose, poetry, and drama, culminating in the great Elizabethans. (Not offered in 1980-81.)

302 JOHN DONNE AND HIS CONTEMPORARIES

Literature of the earlier 17th century with close study of works of Donne, Herbert, Jonson, Burton, Browne, and others in the "Baroque" tradition. (Not offered in 1980-81.)

303 THE AGE OF SATIRE: THE POPE-SWIFT CIRCLE

The principal neo-classical writers, including the Restoration dramatists and Dryden; the Augustans; and Johnson, Fielding, and Sheridan. (Not offered in 1980-81.)

304 THE ROMANTIC PERIOD F Mr. Bennett

Key works, both poetry and prose, of Blake, Wordsworth, Coleridge, Lamb, Byron, Shelley, and Keats. Exploration of themes and ideas of a revolutionary era.

305 VICTORIAN LITERATURE

Masterpieces of fiction, non-fiction, and poetry by Dickens, Tennyson, Browning, Carlyle, Arnold, Hardy, Wilde, and others. Set in the background of the age itself. (Not offered in 1980-81.)

306 THE ENGLISH NOVEL S Mr. Milne

Development of the novel; representative works by major figures from Defoe through Conrad.

320 MODERN DRAMA S Mr. Bennett

Innovative trends in theater of the 20th century: Ibsen, Strindberg, Chekhov, Shaw, O'Neill, Brecht, Dürrenmatt, Anouilh, Genet, Ionesco, Beckett, Pinter, and others.

321 MODERN FICTION F Mr. Greenfield

Studies in the form, substance, and background of the modern novel, focusing on such writers as Gide, Proust, Kafka, Mann, Joyce, Hemingway, Faulkner.

322 MODERN POETRY

Major figures in English and American poetry of this century. (Not offered in 1980-81.)

326 INTERDISCIPLINARY STUDIES F Mr. Greenfield

A comparative and interdisciplinary exploration of selected topics. In 1980-81: Dostoevsky. Prerequisite: upperclassman standing or consent of instructor.

328 ADVANCED FILM STUDIES S (A)* Mr. Orr

A detailed study of a topic relating to film history and theory.

340 WRITING WORKSHOP F Ms. Van Winckel

An intermediary course for students with considerable skill and experience in creative writing wanting increased proficiency. Prerequisite: English 220 or 221 or permission of instructor.

341 EXPOSITORY WRITING S (B)* Ms. Van Winckel

A course for the experienced student wanting increased proficiency in expository prose. Prerequisite: permission of the instructor.

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*7½ week course.

350 JUNIOR COLLOQUIUM

Designed to permit study of a literary movement, a problem in aesthetics and literary criticism, or a selected theme. (Not offered in 1980-81.)

400 MAJOR BRITISH AND AMERICAN AUTHORS

Writers of eminence such as Chaucer and Milton. (Not offered in 1980-81.)

440 ADVANCED WRITING SEMINAR/TUTORIAL S (A)*

Ms. Van Winckel

An advanced course for experienced students who wish to perfect their creative or expository skills. Group discussion and individual conferences. Prerequisite: 320 or 321 or permission of the instructor.

450 THEORY OF LITERATURE S

Mr. Bennett

Important critical modes and approaches to literature; an integrating experience for the senior major.

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*7½ week course.

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FOREIGN LANGUAGES AND LITERATURES

Associate Professor Jean-Luc Garneau (Chairperson): Linguistics, Littérature Québécoise. French literature of the 20th century. Translation.
§Associate Professor George L. Speros: Spanish language. Peninsular Spanish literature and history. Contemporary Spanish politics.
Assistant Professor Clayton Gray, Jr.: German language. Medieval, Nineteenth and Twentieth century German literature. Dutch language and literature. Comparative literature.
Assistant Professor Gertrude Grisham: German and comparative literature (18th and 20th centuries). Drama and theatre. German language. Linguistics. Language pedagogy.
Assistant Professor Francisco Sosa: Romance linguistics. Medieval literature. Spanish-American novel.
Assistant Professor Marja Warehime: French language. Nineteenth and Twentieth Century French. Art and Literature.
Instructor Antonio de Pedro: Spanish language. Peninsular Spanish literature. Poetry and Drama.
‡Lecturer Nicole Zreczny: French Language. French for International Affairs.

The Department of Foreign Languages and Literatures offers course work in French, German, and Spanish. Its purpose is to equip students to read rapidly and accurately and to converse and write with an acceptable degree of fluency. It is also expected that the student will gain an insight into the cultural history and civilization represented by the language chosen and relate this to other studies in the liberal arts curriculum. Advanced level courses are designed to present a broad and fairly intensive study of each of the major literary periods and to perfect further the student's fluency in oral and written expression. Additional courses are offered in French, German, and Spanish literature in translation and are cross listed under "Comparative Literature." Courses in linguistics and civilization are available in English. Advanced students may participate in the internships offered in the three major languages.

Entering students desiring to continue with language studied in secondary school will be given a placement examination to determine the level at which they should continue the language in college. Each year of secondary school study is assumed to be the equivalent of one semester at the college level. A student presenting, for example, two years of secondary school language credit may be expected to resume language study with the first semester course at the intermediate level.

The Audio-Visual Center located in the Donnelley Library houses the foreign language cassette tapes, including not only textbook materials but also dramas, opera, poetry readings, lectures, and filmstrips in beginning, intermediate and advanced language, literature and civilization in the various languages offered.

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§Associate Dean of the Faculty.
‡Part-time Teaching 1980-81.

There is on campus an active chapter of Phi Sigma Iota, the Foreign Languages Honor Society, which sponsors extra-curricular activities and prepares "Collages", a magazine of student writing in the Foreign Languages.

A major may be obtained in French, German, or Spanish with a concentration in language or literature, and will consist of a minimum of eight courses in the language chosen as a major. Other courses offered outside of the language sections of the department are also required. Listed below are the specific requirements in each language. The requirements for teacher certification are the same as those for language concentration.* Courses numbered 210 and below will not count in the major. Courses 110, 112 and 210 or the equivalent are prerequisites to all other language courses in each language. Course 230 is a prerequisite for all other literature courses. All courses numbered 210 and above are given in the foreign language, except for those courses listed as taught in English.

A student must receive a "C" grade or better in course 210 or have the permission of the instructor in order to take 230. A "C" or better, or permission of instructor also is required in courses 230, 310 and 311 in order to take upper-level literature and language courses.

Minimum Requirements

FRENCH LANGUAGE CONCENTRATION
230; 280; 285; 290; 310; 311; 312; 410
Linguistics 201; 202
112 proficiency in another foreign language
Foreign Civilization 200

FRENCH LITERATURE CONCENTRATION
Prerequisite 230
280; 285; 290; 311; 312; 410; and two literature courses at 300/400 level**
Linguistics 101
Comparative World Literature (CWL) 100; one course selected from offerings in foreign literatures in translation**; and one course in CWL or foreign civilization**

GERMAN LANGUAGE CONCENTRATION
230; 295; 310; 311; 312; 410; and two literature courses at 300/400 level, or one literature course at 300/400 level and 240**
Linguistics 201; 203
112 proficiency in another foreign language
Foreign Civilization 201

GERMAN LITERATURE CONCENTRATION
Prerequisite 230
295; 311; 312; 410; and four literature courses at 300/400 level**
Linguistics 101
Comparative World Literature (CWL) 100; one course selected from offerings in foreign literatures in translation**; and one course in CWL or foreign civilization**

SPANISH LANGUAGE CONCENTRATION
230; 280; 285; 310; 311; 312; 410; and one literature course at 300/400 level**
Linguistics 201; 202
112 proficiency in another foreign language
Foreign Civilization 202

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*For professional and general education requirements, please refer to section on Department of Education.
**Approval of departmental advisor required.

SPANISH LITERATURE CONCENTRATION
Prerequisite 230
280; 285; 311; 312; 410; and three literature courses at 300/400 level**
Linguistics 101
Comparative World Literature (CWL) 100; one course selected from offerings in foreign literatures in translation**; and one course in CWL or foreign civilization**

Foreign Civilization

200 FRANCE AND THE FRENCH WORLD F
Mr. Garneau

This course will be taught in English, team taught when possible, and will cover a variety of topics such as: art, politics, film, etc. It is aimed at familiarizing students with the French civilization, culture, and politics in France and in the French-speaking world. No prerequisite. 1980-81: Québec.

201 THE GERMAN-SPEAKING WORLD F
Ms. Grisham

The culture, life, and letters of Germany, Austria, and Switzerland, in the context of the geography and history of central Europe. Taught in English, with reading selections, films, and other visual materials. No prerequisite in German, but students who know some German will be able to work with bilingual materials.

202 THE SPANISH-SPEAKING WORLD F
Mr. Sosa

Aspects of Spanish/Spanish-American civilization touching on historical, artistic, political, physical, and racial influences which have molded Spanish and Spanish-American cultures. Offered in English; team taught whenever possible. No prerequisite. Topic for 1980-81: Civilization and Primitivism.

French

110, 112 BEGINNING FRENCH FS
Mr. Garneau, Ms. Zreczny, Ms. Warehime

110 is designed to develop the student's ability to listen to, speak, read and write basic controlled patterns of the French language. 112 is a continuation of 110 and culminates in readings, class discussions and free composition to provide facility with the spoken and written language and insight into its structure.

210 INTERMEDIATE FRENCH F
Ms. Warehime

A course designed to afford the student with a systematic review of all the basic elements of French grammar, implemented with readings, exercises and drills, with a view to preparing the student for more sophisticated courses in language and literature. Classroom work supplemented by laboratory exercises. The equivalent of one year of college French is a prerequisite.

230 INTRODUCTION TO FRENCH LITERATURE S
Ms. Warehime

The purpose of this course is to prepare the student for serious reading and analysis of literary texts in French. The course will be an introduction to the concepts of literary criticism and *explication de texte* and will familiarize the student with the vocabulary of literary analysis. The texts will be chosen from among the three major literary genres: poetry, novel, drama. All lectures, discussion, and assignments are in French. Prerequisite to all literature courses.

240 FRENCH FOR INTERNATIONAL AFFAIRS S (B)*
Ms. Zreczny

An introduction to the specialized vocabulary and styles which are peculiar to the conversational and written French of international affairs. Vocabulary building, conversation practice and acquisition of expressions and idioms necessary to handle oneself gracefully in everyday trans-cultural contacts. Particularly recommended to students who are thinking of careers in economics, business, politics, and international relations.

280 MIDDLE AGES AND RENAISSANCE

A survey of French literature from the *Chanson de Roland* to the *Essais de Montaigne*. Among the authors studied are Villon, the Pléiade poets and Rabelais. (Not offered in 1980-81.)

285 SEVENTEENTH AND EIGHTEENTH CENTURIES

Classicism, Enlightenment and Preromanticism. A study of the literary principles which governed the art of the Age of Louis XIV, an introduction to the outstanding figures (Corneille, Molière, Racine) followed by a study of the thinking and the personalities which characterized the 18th century. (Encyclopedia, Voltaire, Rousseau.) (Not offered in 1980-81.)

**Approval of departmental advisor required.
*7½ weeks.

290 FRENCH LITERATURE FROM 1800 TO THE PRESENT F Ms. Warehime

The literary movements and figures which have characterized the 19th and 20th centuries, an age of individualism, industrialism and the Great Wars. From Romanticism to the Absurd, from Victor Hugo to Camus.

300 SPECIAL STUDIES S (B)* Mr. Garneau

One author, one theme, one movement in literature or a group of works studied in depth, be it in French, Franco-Canadian or African literature of French expression. May be repeated for credit. Topic for 1980-81: Absurd. Revolt. Justice. Evolution of Camus' philosophy through his major writings.

310 FRENCH PRONUNCIATION AND WORD FORMATION S (A)* Mr. Garneau

French articulatory phonetics and its application to the phonological structure of the language. Corrective exercises for difficulties in pronunciation. Mechanism of word formation, lexicology, and semantics. Offered in alternate years.

311 GRAMMAR, SYNTAX, AND STYLE

Modern syntactic theories and their implications for language learning and teaching. French grammar reviewed and refined through translation and the comparison of the stylistics of French and English. Offered in alternate years. (Not offered in 1980-81.)

312 CONVERSATION F Ms. Warehime

Oral work for the student already possessing a working knowledge of French grammar. This course is designed to improve the linguistic competence of the student on several levels: practical necessities, social situations, exchange of ideas. Sketches, exposés, dialogues, and discussions will constitute the bulk of classroom activities.

350 FRENCH THEATRE

A close reading and discussion of several plays designed to give the student a clear sense of the development and the richness of French theatre. Emphasis is placed on literary history, aesthetics, and special questions in dramatic theory. May be repeated for credit. (Not offered in 1980-81.)

360 FRENCH NOVEL

Reading and discussion with a view to increasing appreciation of several related novels or novelists. The works are selected for their value as turning points in the understanding of the art of prose fiction and as examples of a particular stage in the development of that art. May be repeated for credit. (Not offered in 1980-81.)

370 FRENCH POETRY

An analysis of the work of one or several poets representative of a crucial moment in the history of French poetry. The essentials of French versification are stressed as well as the distinctive character of the various forms within the genre. May be repeated for credit. (Not offered in 1980-81.)

410 CREATIVE COMPOSITION AND STYLISTICS

Analysis of style in selected French writers. Stylistic analysis of translations. Intensive work in creative original composition of prose, poetry, and drama. (Offered as required.)

430 FRENCH AUTHORS

The work of selected French writers, studied in depth. (Not offered in 1980-81.)

480 SEMINAR

An intensive investigation of a significant literary or linguistic problem. Topics to be announced. (Offered as required.)

490 INTERNSHIP AT NEW TRIER EAST HIGH SCHOOL

Approved interns may register for one course credit during the fall and/or spring semesters. Interns tutor students enrolled in the "Center for Self-Directed Learning" at New Trier East High School, Winnetka, Illinois, under the supervision of faculty at New Trier East and Lake Forest College. Open to qualified seniors, juniors and sophomores only.

German

110, 112 BEGINNING GERMAN FS Ms. Grisham, Mr. Gray

Intensive training in understanding, speaking, reading and writing of German, combined with an introduction to the culture and current lifestyles of the German-speaking countries. The two-semester sequence provides a basic active command of the patterns and essential vocabulary for conversation and writing, while developing the student's ability to read fairly sophisticated text passages with accurate comprehension and ease. Materials for lab practice, and tutorial assistance are provided.

210 INTERMEDIATE GERMAN F Mr. Gray

Practice in reading contemporary fiction and expository prose, to develop reading ease and accurate comprehension beyond the elementary level. Classroom discussions and guided compositions, review of grammar topics, lab exercises. Prerequisite: German 112 or permission of instructor.

230 INTRODUCTION TO GERMAN LITERATURE S (A)* Mr. Gray

Masterworks representing major trends, movements, and themes in German literature of the last three centuries, studied for their intrinsic value and historical significance. Students deepen their understanding of German structure and style as they learn fundamentals and methods of literary analysis and interpretation. The course provides historical, cultural, and critical perspectives for more advanced studies in upper division courses. Prerequisite: German 210, or equivalent. The course is a prerequisite for all literature courses.

240 GERMAN FOR INTERNATIONAL AFFAIRS S (B) Mr. Gray

An introduction to the specialized vocabulary and styles which are peculiar to the conversational and written German of international affairs. Vocabulary building, conversation practice and acquisition of expressions and idioms necessary to handle oneself gracefully in everyday trans-cultural contacts. Particularly recommended to students who are thinking of careers in economics, business, politics, and international relations.

295 CONTEMPORARY VOICES F Mr. Gray

Prose and poetry by German, Austrian, and Swiss authors, 1900 to the present, with special emphasis on the postwar period, and the contemporary world these recent works reflect. Annotated text editions are used whenever possible, to help students refine their language skills rapidly as they become acquainted with recent and current German literature. Prerequisite: German 230 or equivalent.

300 SPECIAL STUDIES

One author, one literary theme, or a group of works studied in depth. May be repeated for credit. Topics include the German literary heritage; turn-of-the-century Vienna; the novella; the Romantic school. (Not offered in 1980-81.)

310 GERMAN PRONUNCIATION AND WORD FORMATION S (A)* Ms. Grisham

The sound patterns, phonological and morphological structure of German, compared and contrasted with English. Introduction to phonemics and phonetic transcription, balanced by practical training in German pronunciation and diction.

311 GRAMMAR, SYNTAX, AND STYLE F Ms. Grisham

Study of word formation and sentence structure prepares the student for graded writing exercises and free composition. Translation of excerpts from accomplished English authors encourages students to develop appropriateness in their choice of words, and a sense of style. The format is flexible, and will be adjusted to students' needs. Prerequisite: German 240 or 310, or permission of instructor.

312 CONVERSATION

Practice in free and directed conversation on a wide range of topics reflecting the taste and special interests of the participants. Study of idioms and vocabulary of everyday German, supported by selective review of grammar patterns, as needed. Textual and visual resources are provided, including newspapers, magazines, and films. (Not offered in 1980-81.)

350 THE MODERN GERMAN THEATRE

Works by leading playwrights in the context of changing styles and trends in stage production, from Naturalism to the present decade: Holz, Hauptmann, Wedekind, Sternheim, Hofmannsthal, Kaiser, Brecht, Dürrenmatt, Handke, and others. (Not offered in 1980-81.)

360 ENLIGHTENMENT AND SENSIBILITY: LITERATURE AND THOUGHT IN THE EIGHTEENTH CENTURY S (B)* Ms. Grisham

Kant, Lessing, Aristotle and Shakespeare, and the coming of age of German literature in the "Sturm und Drang" years of Herder, Lenz, young Goethe, and Schiller.

370 CLASSICAL WEIMAR

Major works of Goethe and Schiller at the height of their careers: drama, narrative, lyrical genres, poetic theory and criticism. (Not offered in 1980-81.)

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*7½ week course.

380 AN AGE OF REALISM

Realism as a world view and as mimetic method, from its roots in the late Romantic era to the onset of Modernism. Readings encompass a choice of works by nineteenth-century masters, from Tieck, Büchner and Kleist to Heine, Hebbel, Stifter, and Storm. (Not offered in 1980-81.)

410 CREATIVE COMPOSITION AND STYLISTICS

Practice in writing and revision of expository prose. Original composition of prose, poetry, and drama, according to student interest. Stylistic analysis of selected literary texts, exercises in translation from English to German. (Offered as required.)

430 GERMAN AUTHORS

The work of selected German writers, studied in depth. (Not offered in 1980-81.)

480 SEMINAR

An intensive investigation of a significant topic in literature, literary criticism, or literary theory. Topics to be announced. (Offered as required.)

490 INTERNSHIP AT NEW TRIER EAST HIGH SCHOOL

Approved interns may register for one course credit during the fall, and/or spring semesters. Interns tutor students enrolled in the "Center for Self-Directed Learning" at New Trier East High School, Winnetka, Illinois, under the supervision of faculty at New Trier East and Lake Forest College. Open to qualified seniors, juniors and sophomores only.

Linguistics

101 LINGUISTICS AND LITERATURE

A consideration of the major linguistic theories and their implications and relations to literary criticism. Special emphasis on applications to literary criticism of Transformational Grammar, Stratificational Grammar and Tagmemics. Discussion and critical appraisal of the value of such approaches to literary analysis. No prerequisite. Taught in English. (Not offered in 1980-81.)

201 DESCRIPTIVE LINGUISTICS F

Mr. Garneau

Principles and techniques of descriptive linguistics as seen through different schools of linguistics from structuralism to modern transformational and stratificational theories. Taught in English.

202 ROMANCE PHILOLOGY

Evolution of Latin into the Romance Languages, with special attention to Spanish and French. Laws ruling phonological and phonetic changes. Morphological changes, with emphasis on declensions and conjugations. Development of Romance syntax. Lexical differentiation. Semantic associations and transfers. Argots. Dialectology and Creolization. Taught in English. (Not offered in 1980-81.)

203 LINGUISTICS: A COMPARATIVE HISTORY OF ENGLISH AND GERMAN

The development of the two West Germanic dialects from their Indo-European antecedents to modern English and standard high German. Introduction to aims and methods of historical language studies. Taught in English. (Not offered in 1980-81.)

301 SEMANTICS AND LEXICOLOGY

An introduction to the science of meaning, concentrating on the formal aspects of content. Sememes and their structural components: distinctive and redundant features. Connotative and denotative significations. Types of semantic associations and transfers; semantic changes. Etymologies. Word selectivity. Taboo and euphemism. Principles of lexicography. (Not offered in 1980-81.)

Literature in Translation (Cross-listed under Comparative World Literature)

201 FRENCH LITERATURE IN TRANSLATION S

Ms. Warehime

A study of selected French authors from various literary movements and periods, particularly for purposes of comparison with representatives of other cultural traditions. Special attention is given to the aesthetic, historical, and ideological importance of these authors and their works. All readings, discussions, and assignments are in English. Vision, Dream and Memory: Baudelaire, Proust, Beckett.

202 CONTEMPORARY SPANISH-AMERICAN NARRATIVE IN TRANSLATION F

Mr. Sosa

"Writing a novel is an act of rebellion against reality, against the gods, against God's creation . . . It is an effort to correct, change or abolish substantial reality and to replace it with the formal reality of the verbal worlds the novelist creates." This will be examined in the works of Carpentier, Cortázar, Fuentes, García Márquez, Vargas Llosa, and other Spanish-American novelists.

204 PENINSULAR SPANISH LITERATURE IN TRANSLATION

A study of selected peninsular Spanish authors from various literary movements and periods, particularly for purposes of comparison with representatives of other cultural traditions. Specific attention is given to the aesthetic, historical, and ideological importance of these authors and their works. All readings, discussions, and assignments are in English. (Not offered in 1980-81.)

302 GERMAN LITERATURE IN TRANSLATION S

Ms. Grisham

German contributions to world literature: major authors, periods, literary movements and genres, in English translation. Specific topics to be announced. 1980-81: Vienna 1900-Berlin 1920.

Spanish

110, 112 BEGINNING SPANISH FS

Mr. Sosa, Mr. de Pedro

110 is designed to develop the student's ability to listen to, speak, read, and write basic controlled patterns of the Spanish language. 112 is a continuation of 110 and culminates in graduated readings, class discussions, and free composition to provide facility with the spoken and written language and insight into its structure and the mores of Spanish-speaking cultures. Lab work is an integral part of the series.

210 INTERMEDIATE SPANISH F

Mr. de Pedro

Practice in reading contemporary fiction, expository prose, and drama. Classroom discussions, guided and free compositions, systematic review of grammar, lab exercises. Prerequisite: one year of college Spanish or equivalent.

230 INTRODUCTION TO SPANISH LITERATURE S (A)*

Mr. de Pedro

This course introduces the concepts of literary criticism and familiarizes the student with the necessary vocabulary of literary analysis for the more advanced literature courses which follow. Texts are chosen from the three major literary genre: poetry, drama, novel. Prerequisite to all literature courses.

240 SPANISH FOR INTERNATIONAL AFFAIRS S (B)*

Staff

An introduction to the specialized vocabulary and styles which are peculiar to the conversational and written Spanish of international affairs. Vocabulary building, conversation practice and acquisition of expressions and idioms necessary to handle oneself gracefully in everyday trans-cultural contacts. Particularly recommended to students who are thinking of careers in economics, business, politics, and international relations.

280 SURVEY OF SPANISH LITERATURE F

Mr. de Pedro

Panoramic view of peninsular Spanish literature with special emphasis on distinctive features of significant literary movements and periods. Lectures on the history of literature. Readings and discussions of selections from representative literary texts.

285 SURVEY OF SPANISH-AMERICAN LITERATURE S

Mr. Sosa

Panoramic view of Spanish-American literature with special attention given to genre development, literary movements, and autochthonous phenomena. Lectures on literary history. Readings and discussions of selections from representative literary texts.

300 SPECIAL STUDIES S (B)*

Mr. de Pedro

One author, one theme in literature or a group of works studied in depth, be it Peninsular-Spanish or Spanish-American literature. May be repeated for credit. Spanish Drama of the Golden Age. Reading and discussion of several plays including the most important dramatists: Lope de Vega, Tirso de Molina and Calderón de la Barca.

310 SPANISH PRONUNCIATION AND WORD FORMATION S (A)*

Mr. Sosa

Phonological and semantic theories applied to the study of Spanish. Analysis of the formal sound system of Spanish based on articulatory and acoustic features. Phonetic realizations of phonological components, stress, rhythm, and intonational patterns. Dialectal variations. Practice in corrective phonetics. Denotative and connotative semantic features. Regional and social variants in the lexicon and content.

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*7½ week course

311 GRAMMAR, SYNTAX, AND STYLE

Structural components of the Spanish sentence. Morphemes and their combinations, with special attention to verbal categories and inflections. Normative and structural syntactic analyses aimed at giving the student advanced practice in both spoken and written Spanish. (Not offered in 1980-81.)

312 CONVERSATION S (A)* Mr. Sosa

Intensive training in common idiomatic expression in everyday Spanish. Emphasis on oral expression and comprehension through free and directed exercises, e.g., sketches, exposés, dialogues, and discussions.

350 SPANISH THEATRE

A close reading of several plays illustrating a particular movement in the evolution of peninsular or Spanish-American theatre. Historical, aesthetic and technical aspects of the drama will be stressed. In alternate years. (Not offered in 1980-81.)

360 SPANISH NOVEL F Mr. Sosa

Reading and discussion with a view to increasing appreciation of several related novels or novelists. The works are selected from Spain or Spanish-America for their value as turning points in the understanding of the art of prose fiction and as examples of a particular stage in the development of that art. (1980-81 Topic: La novelita rosa y la novela de relajo.)

370 SPANISH POETRY

An analysis of the work of one or several poets representative of a crucial moment in the history of peninsular or Spanish-American poetry. The essentials of Spanish versification are stressed as well as the distinctive character of the various forms within the genre. (Not offered in 1980-81.)

410 CREATIVE COMPOSITION AND STYLISTICS

Analysis of style in selected Spanish writers. Stylistic analysis of translations. Intensive work in creative original compositions of prose, poetry, and drama. (Offered as required.)

430 SPANISH AUTHORS

The work of selected Spanish or Spanish-American writers, studied in depth. (Not offered in 1980-81.)

480 SEMINAR

An intensive investigation of a significant topic in literature, literary criticism, or literary theory. Topics to be announced. (Not offered in 1980-81.)

490 INTERNSHIP AT NEW TRIER EAST HIGH SCHOOL

Approved interns may register for one course credit during the fall and/or spring semesters. Interns tutor students enrolled in the "Center for Self-Directed Learning" at New Trier East High School, Winnetka, Illinois, under the supervision of faculty at New Trier East and Lake Forest College. Open to qualified seniors, juniors and sophomores only.

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*7½ week course

HISTORY

*Professor Arthur Zilversmit: American Intellectual History.
Associate Professor Michael Ebner: Modern American History. Social History. Political History.
Associate Professor Ronald P. Grossman: Ancient and Medieval History. Psycho-history.
Associate Professor D.L. LeMahieu: Modern European History. Intellectual History. British History.
Associate Professor Thomas Moodie (Chairperson): Modern European and French History.
Assistant Professor Steven Rosswurm: American Colonial and Revolutionary History.
**Lecturer Carol Gayle Moodie: Modern European History. Russian History.

History is the collective memory of mankind. It informs us of the intense human struggles which shaped our past and thereby enriches our understanding of the present. A society that forgets its past is like an individual suffering from amnesia. Both lack identity, purpose and direction. Yet the complexities of the past cannot be reduced to simple rules for the present. History reveals a diversity of human experience that is worth pondering for its own sake. A respect for this diversity has long been the mark of an educated individual and a civilized society.

History courses at Lake Forest College reflect the diversity of the historical record. The department offers courses in intellectual, political, economic and social history. Since we recognize that the teaching of history has concentrated on the American and European past, the Department offers courses in the history of Africa, Latin America, and Russia in addition to the core of courses in European and American history. Several courses integrate new techniques into our approach. In one we draw upon the insights of modern psychology; in others we try to recapture the past through the methods of oral history and field work. A general History of Western Civilization course (101, 102) for non-majors provides a survey of the western heritage. Although open to majors, it does not count toward the major.

Students majoring in history are expected to complete three of the following four courses: History 118, 119, 120, 121. Preferably these should be completed by the end of their sophomore year. They are also to take one course outside modern European or American history, at least two 200 level courses, at least two 300 level courses and either the senior seminar (420) or an independent

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*Part-time Teaching, 1980-81 and Director of MLS Program and Continuing Education.
**Part-time Teaching, 1980-81 and Associate Director of MLS Program and Continuing Education.

study research project. Staff and topics for the seminars vary from semester to semester. The department takes special interest in encouraging senior thesis work leading to the awarding of the degree with honors.

101 HISTORY OF WESTERN CIVILIZATION, ANCIENT, MEDIEVAL AND EARLY MODERN F

Mr. LeMahieu

Development of Western Civilization from its Greek and Roman foundations through the rise of Christianity and the medieval period to the Renaissance.

102 HISTORY OF WESTERN CIVILIZATION, THE REFORMATION THROUGH THE NINETENTH CENTURY S

Mr. Grossman

The Reformation and the era of religious war, the scientific revolution, the Enlightenment, the French Revolution and the civilization of the nineteenth century.

118 EUROPE FROM THE OLD REGIME TO THE MODERN ERA F

Mr. Grossman, Mr. LeMahieu

Political, cultural and economic development of Europe from the age of absolutism to the end of the nineteenth century. The crisis of the old order in the age of Enlightenment and the French Revolution. Industrialization and modernization in the nineteenth century and the emergence of nation states and modern political ideologies. Emphasis on the reading and analysis of documentary materials. Not open to students who have taken the former History 111.

119 EUROPE IN THE TWENTIETH CENTURY S

Mr. Moodie, Mr. LeMahieu

The collapse and reconstruction of European society, politics and culture in the period from the 1900's to the present. The destruction of nineteenth century liberal society through war and revolution, the emergence of conflicting ideologies between the wars and the reconstruction of Europe after the Second World War. Emphasis on the techniques of research and paper writing. Not open to students who have taken the former History 213.

120 FOUNDATIONS OF THE AMERICAN REPUBLIC F

Mr. Rosswurm

The origins of American society and the development of the United States from an underdeveloped new nation into a powerful national entity. Emphasis on the reading and analysis of documentary materials.

121 MODERN AMERICA FS

Mr. Ebner, Mr. Rosswurm

America's response to industrialism and its changing role in foreign affairs. Emphasis on the techniques of research and paper writing.

130 HISTORY OF AFRO-AMERICA F

Mr. Ebner

Survey of Afro-American history from 1500 to the present. Special emphasis on slavery, abolition, the northern migration, and the civil rights movement. Discussion of current concerns of Black Americans.

141 LATIN AMERICA: THE COLONIAL AND REVOLUTIONARY PERIODS

Introduction to current problems in Latin America as they relate to the colonial heritage. Conquest and development of Spanish and Portuguese America. Special emphasis on relations between European and non-elite groups, colonial protest movements, and the emergence of a multi-racial society. (Not offered in 1980-81.)

142 LATIN AMERICA IN THE NINETEENTH AND TWENTIETH CENTURIES

Political, social and cultural development of Latin America from the Wars of Independence to recent times. The impact of revolution, the relations between Latin America and the U.S., and current issues affecting Latin America. Emphasis on the development of Mexico, Argentina and Cuba. (Not offered in 1980-81.)

170 EUROPE IN THE ERA OF THE FIRST WORLD WAR S (7 A)*

Mr. Moodie

The impact on European society, politics and thought of Europe's first total war.

180 AMERICAN DIPLOMACY SINCE 1898 F

Mr. Ebner

A survey of the evolving role of the United States in international affairs since 1898, with particular emphasis on the domestic origins of foreign policy.

210 THE ANCIENT WORLD F

Mr. Grossman

Early civilizations of the Nile and Tigris-Euphrates River valleys; Greek civilization and its Roman inheritors; origins and early development of the Christian church.

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*7½ weeks.

211 THE MIDDLE AGES S

Mr. Grossman

Division of the ancient world into the civilizations of Islam, Byzantium and Latin Christendom; origins and development of feudal society. Economic revival; origins of the European political order; the medieval intellectual tradition; the crisis of the 14th and 15th centuries. Not open to students who have previously taken either 211 or 212.

214 HISTORY OF RUSSIA F

Ms. Moodie

Survey of the political, social, and intellectual history of Russia from the Muscovite period to recent times.

217 INTRODUCTION TO SUBSAHARAN AFRICA F

Staff

A survey of the geography, social and political history, and post-independence politics of Black Africa. (Also offered as Politics 217.) Not open to students who have taken the former History 240 or Politics 213.

218 HISTORY OF MODERN FRANCE F

Mr. Moodie

Social, political and intellectual development of France from the era of the French Revolution to the present.

221 TUDOR-STUART BRITAIN

Political, social, and intellectual history of Britain from the consolidation of the Tudor monarchy to the era of Walpole. (Not offered in 1980-81.)

222 MODERN BRITAIN S

Mr. LeMahieu

The transformation of British society and politics from the pre-industrial world to the emergence of the 20th century welfare state.

233 EUROPE IN THE AGE OF THE RENAISSANCE AND REFORMATION S

Mr. Grossman

The breakdown of the medieval synthesis. Italian Humanism, the northern Renaissance, Luther and the destruction of Christian unity, the second generation of Reformation leaders, the voyages of discovery.

235 HISTORY AND LITERATURE F

Mr. Moodie

Social history of Europe in the 19th century as seen through imaginative literature. Examination of social conditions and social change through readings: Balzac, Dickens, Zola. History 118 recommended.

236 LITERATURE, SOCIETY, AND DISSENT IN RUSSIA

Examination of aspects of Russian intellectual and social history of the 19th and 20th centuries through contemporary writings, including fiction. History 214 recommended. (Not offered in 1980-81.)

243 INTERVENTION IN LATIN AMERICA: GOOD NEIGHBORS AND BAD NEIGHBORS

Examination of the role of the United States in Latin America; the Monroe Doctrine, philosophies of the "Big Stick", Alliance for Progress, and recent CIA activities. (Not offered in 1980-81.)

250 THE AMERICAN CIVIL WAR F

Mr. Rosswurm

The origins of the war in the antagonistic development of north and south; Lincoln and the Republican Party; black self-activity in the north and south; reconstruction and the impact of the war on American development.

255 AMERICAN SOCIAL HISTORY S (7A)*

Mr. Ebner

Introduction to social change in American society from the colonial period through the industrial revolution. Topics covered include family, race relations, violence, the frontier, labor, ethnicity and politics.

260 AMERICAN ECONOMIC AND BUSINESS HISTORY S

Mr. Rosswurm

The causes and consequences of American economic development from under-developed nation to international industrial power; special attention to the changing forms of business organization and their relationship to economic development. Economics 110 or History 120/121 recommended.

263 MODERN AMERICAN CITY S (7B)*

Mr. Ebner

The changing functions, scale, and quality of urban society from the 17th century to the present. A historical framework for studying modern American metropolitan problems in economic and cultural context. Some field work in metropolitan Chicago and Milwaukee.

264 BLACK LEADERSHIP AND IDEOLOGY

Comparative study of Black leaders and their programs. Special emphasis on Frederick Douglass, Nat Turner, Booker T. Washington, Marcus Garvey, Dr. Martin Luther King and Malcolm X. (Not offered in 1980-81.)

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*7½ weeks.

270 EDUCATION IN AMERICAN SOCIETY AND THOUGHT

Historical role of education in American society; education as a panacea and as a practical solution; schooling vs. education. Emphasis on the twentieth century. (Not offered in 1980-81.)

271 WOMEN IN MODERN HISTORY: EUROPE AND AMERICA S

Ms. Moodie

Examination of the special forces shaping the lives of women in Europe and the United States, with emphasis on the 19th and 20th centuries; an examination of how industrialization and social change transformed women's roles and the way this was reflected in the political and intellectual realms.

272 HISTORICAL PATTERNS OF COMMUNITY IN AMERICA

The evolution of American communities and of differences within them that arise from class, ethnic group, race and region. Focus on communities to be visited in History 273 and fieldwork in Chicago and downstate. History 121 or 263 recommended. (Not offered in 1980-81.)

273 TERM IN AMERICA

Field study of community and sub-groups in America. Travel to Boston, Old Sturbridge, New York, Newark, Columbia New Town, and South Carolina to observe the historical varieties of American communities. Prerequisite: History 272. (Not offered in 1980-81.)

279 PSYCHOHISTORY F

Mr. Grossman

Methods and assumptions of modern psychology and psychoanalysis as applied to the study of history and biography.

310 SOCIAL AND ECONOMIC DEVELOPMENT OF EUROPE F

Mr. Moodie

Readings and discussion of selected topics in European social and economic history since the industrial revolution. Attention to the newer methods of social and economic history. Prerequisite: the former History 111 or History 118 or 119.

315 THE RUSSIAN REVOLUTION S

Ms. Moodie

History of Imperial and Soviet Russia from the end of the 19th century, emphasizing political and social forces, ideological debates and cultural change. Close attention to the revolutions of this century, particularly those of 1917, and the character of development of Soviet society and institutions under Lenin and Stalin. Prerequisite: History 119 or 214 or permission of the instructor.

331 AGE OF THE ENLIGHTENMENT F

Mr. LeMahieu

Readings and discussion of major figures of the British and French enlightenments. Prerequisite: History 118 or permission of instructor. Not open to students who have taken the former History 231.

360 COLONIAL AMERICA F

Mr. Rosswurm

Origins of European colonialism: Indian-European relations; Puritanism and society in New England; slavery and politics in Virginia; English imperial regulations; the Glorious Revolution; and the Great Awakening. Prerequisite: History 120.

362 THE AMERICAN REVOLUTION S

Mr. Rosswurm

The crisis of empire and the revolutionary movement; the war, nation building and the Constitution; attention to women, blacks, and native Americans. Prerequisite: History 120.

365 AMERICAN THOUGHT S

Mr. Zilversmit

Roots of American thought; emphasis on Puritanism, the Great Awakening, the political ideology of the Revolution and its transformation in the early 19th century; the ideological response to Darwinism and the new industrialism. Prerequisite: History 120, 121 or permission of the instructor.

370 ORAL AND COMMUNITY HISTORY

Seminar combined with field studies, with students conducting interviews in Lake Forest and metropolitan Chicago. (Not offered in 1980-81.)

378 THE CUBAN REVOLUTION

The revolution in the context of both Cuban history and the Caribbean experience. Emphasis on the careers and ideologies of Fidel Castro and "Che" Guevara. Prerequisite: History 141 or 142. Not open to students who have taken the former History 278. (Not offered in 1980-81.)

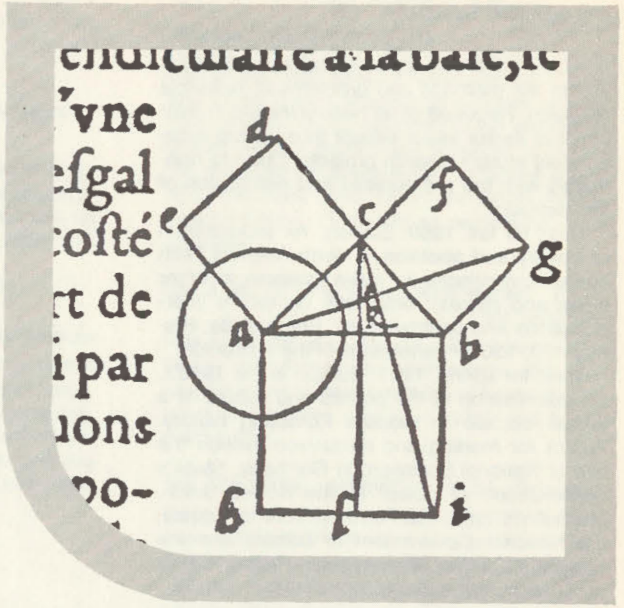
420 SENIOR SEMINAR FS

Mr. Zilversmit, Mr. LeMahieu

Selected advanced topics in history with attention to the methods and problems of historical research. Required of all history majors in their junior or senior years except those doing independent study research projects. Open to non-majors with the prerequisite and permission of the instructor.

Topic for fall, 1980: Slavery. An examination of slavery and abolition in North America (with some comparisons to slave systems in other times and places); emphasis on recent interpretations and controversies. Prerequisite: History 120, 130 or permission of the instructor.

Topic for spring, 1981: Europe in the 1930's. An examination of the politics and culture of a crucial decade in modern European history. Topics for reading and discussion include the rise of National Socialism in Germany, Stalin's consolidation of power in the Soviet Union, Mussolini's Italy, the Popular Front in France, the National Government in Britain, and the Spanish Civil War. Prerequisite: History 119 or permission of the instructor.



MATHEMATICS and COMPUTER STUDIES

Professor Ralph L. Shively (Chairperson): Analysis.
Professor Robert J. Troyer: Geometry. Geometric Algebra.
Associate Professor Edward Packel: Functional Analysis. Applications of Mathematics to the Behavioral and Social Sciences. Computer Science.
*Associate Professor Charles S. Smith: Algebra. Statistics.
Assistant Professor Jeanne Duflot: Computer Science. Calculus. Numerical Analysis.
Assistant Professor Ivan Filippenko: Linear and Multilinear Algebra. Computer Science.
§Instructor Ruthane Bopp: Algebra. Real Analysis.
‡Lecturer James R. Fryxell: Calculus.

Mathematical concepts and mathematical techniques as well as computer science are in use today in an ever increasing number of human activities. The curriculum and other activities of the Department of Mathematics and Computer Studies is designed to acknowledge this fact. The department offers a major in mathematics and a major in computer studies.

MATHEMATICS MAJOR

There are two options a student may choose in order to satisfy the requirements for a major in mathematics. One option recognizes the fact that some students who intend to pursue mathematical careers need training that emphasizes applications of mathematics. The other option is a traditional program which students who wish to pursue further studies for advanced degrees in graduate schools will wish to elect. The minimum requirements for all students majoring in mathematics is satisfactory completion of Mathematics 110, 111, 210, 211, 231 (or in the honors sequence Mathematics 115, 116, instead of 110, 111). One option will be satisfied by completing Mathematics 350, 351 plus at least one additional course numbered 300 or above. The minimum requirements of the second option will be satisfied by receiving credit in Mathematics 330, 331 and at least one additional course numbered 300 or above. Most majors who plan careers in mathematics elect more than the minimum number of courses that are required. In addition a two-course sequence outside the mathematics department in which mathematics is used as a tool is required. The sequence must be approved by the department. A reading knowledge of a foreign language is strongly recommended for students who plan to go to graduate school.

Mathematics 100, 103, 105, 150, and 161 may not be counted toward the major.

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*Leave of Absence, 1980-81.
§Part-time Teaching, 1980-81

The department encourages students interested in the actuarial profession to prepare for the examinations administered by the Society of Actuaries for certification as an Associate or Fellow in that professional organization. Students interested in the actuarial profession should elect Mathematics 110, 111, 210, 211, 231 (or the freshman honors sequence) along with Mathematics 161, 314, 350, 351.

Mathematics Courses

100 ELEMENTARY ALGEBRA* FS
Ms. Bopp, Mr. Shively
The algebra of fractions, roots, powers and radicals; inequalities; the linear function; the solution of systems of two or more linear equations; quadratic equations; word problems.

103 MATHEMATICS OF GAMES AND GAMBLING F Mr. Packel
Mathematical topics relevant to analysis of and strategy for various common games of skill and chance (backgammon, craps, roulette, etc.) followed by topics in elementary game theory. Emphasis on mathematical reasoning behind betting and play. Prerequisite: Experience with some games of the above type and interest in the mathematics behind them.

105 ELEMENTARY FUNCTIONS* FS
Mr. Shively, Ms. Bopp
Properties of functions with emphasis on polynomial, exponential, logarithmic, and trigonometric functions. Analytic geometry.

110 CALCULUS I FS Mr. Filippenko
The calculus of functions of one variable. Limits, continuity, differentiation, and applications; a brief introduction to integration. Prerequisite: 3½ years of high school mathematics or Mathematics 105.

111 CALCULUS II FS Mr. Fryxell, Ms. Duflot
The calculus of functions of one variable. Integration, introduction to differential equations. Prerequisite: Mathematics 110.

115 HONORS CALCULUS I F Mr. Troyer
Theory and applications of the calculus of functions on one variable. Limits, continuous functions, differentiable functions, and their applications. Permission of instructor.

116 HONORS CALCULUS II S Mr. Troyer
Theory and applications of the calculus of functions of one variable. Integrable functions, infinite series, and introduction to differential equations. Permission of instructor.

150 INTRODUCTION TO PROBABILITY THEORY AND STATISTICAL INFERENCE S Mr. Troyer
Designed for students in the social and life sciences. Finite probability theory, distributions, sampling, correlation, and regression, Chi square and other tests of significance. Emphasis on the use of the computer as a tool and on applications to a variety of disciplines. (This course is comparable to Economics 230.)

160 FINITE MATHEMATICS WITH APPLICATIONS
Mathematical topics as needed to build and solve mathematical models of situations in the life, social, and managerial sciences. Finite sets; permutations and combinations with applications to probability theory; vectors, matrices, and linear programming; game theory; computing. (Not offered in 1980-81.)

161 MATHEMATICS OF FINANCE F
Mr. Troyer
A mathematical treatment of such topics as compound interest, present value, sinking funds, amortization of debts, and the use of mortality tables in the calculation of insurance premiums and life annuities.

210, 211, MULTIVARIABLE CALCULUS S
Mr. Packel
Multiple integration, and partial differentiation, Stokes and Green's theorems. A transition from elementary calculus to functions of real variables. Prerequisite: Mathematics 111, 231.

214 DIFFERENTIAL EQUATIONS F
Mr. Filippenko
Techniques of solving ordinary differential equations including infinite series methods. Properties of linear systems and their interplay with vector space theory. Applications of differential equations. Prerequisite: Mathematics 111.

230 NUMBER THEORY
Mathematical induction, divisibility properties of integers, prime numbers, congruences. Prereq-

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*Placement examination is required for enrollment. See Chairperson uisite: Mathematics 111 or permission of instructor. (Not offered in 1980-81.)

231 LINEAR ALGEBRA F
Ms. Duflot

Vector spaces, linear independence, linear transformation, matrices, determinants, applications to geometry.

260 HISTORY OF MATHEMATICS

A survey of the important concepts of mathematics from the time of the Babylonians to the present. Emphasis on contributions of the most prominent individuals associated with the development of mathematics. Permission of instructor. (Not offered in 1980-81.)

274 DISCRETE MATHEMATICS IN COMPUTER STUDIES

This course covers the discrete mathematics which is fundamental to computer science with an emphasis on applications. Topics include graphs, lattices, Boolean algebras, algorithms, finite state machines and design optimization. Prerequisites: Mathematics 170 and 231. (Not offered in 1980-81.)

310 COMPLEX ANALYSIS F
Mr. Troyer

One or more topics from functions of complex variables, Fourier series, integral transforms, special functions and partial differential equations of mathematical physics. Prerequisite: Mathematics 211 or permission of instructor.

314 NUMERICAL ANALYSIS S
Ms. Duflot

Linear and polynomial interpolation, finite differences, matrix methods. Solution of equations and systems of equations. Numerical differentiation, integration, and solutions of differential equations. Algorithms and computer applications. Prerequisite: Mathematics 211 or permission of instructor.

330 ALGEBRA I F
Mr. Shively

A study of algebraic structures with emphasis on integral domains, groups, rings and fields.

331 ALGEBRA II S
Mr. Shively

Additional topics in modern or linear algebra such as field extensions, group conjugacy, modules, eigenvalue theory, dual spaces, and unitary spaces. Emphasis will be on topics in modern algebra in 1980-81.

340 GEOMETRY S
Mr. Filippenko

Selected topics from affine, Euclidean, non-Euclidean, projective and differential geometry. Prerequisites: Mathematics 330 or permission of instructor.

350 MATHEMATICAL PROBABILITY

Discrete and continuous probability. Distributions, the law of large numbers, the central limit theorem, random variables, generating functions. Prerequisite: Mathematics 211 or permission of instructor. (Not offered in 1980-81.)

351 MATHEMATICAL STATISTICS

A mathematical study of such topics as random sampling, the law of large numbers, estimation of parameters, the central limit theorem, confidence intervals and tests of hypotheses, decision theory, regression, exponential design and analysis of variance and distribution free methods. Prerequisite: Mathematics 350. (Not offered in 1980-81.)

410 TOPOLOGY

Point set topology. Such topics as topological spaces, separation axioms, covering properties, metrization, convergence and completeness and homotopy theory. (Not offered in 1980-81.)

411 TOPICS IN MODERN ANALYSIS

Introductory notions of functional analysis. Banach spaces, integration and measure, Hilbert spaces, commutative Banach algebras. (Not offered in 1980-81.)

480 SEMINAR

(Not offered in 1980-81.)

COMPUTER STUDIES MAJOR

The computer studies major is designed to prepare students within a liberal arts setting for careers in the field of computer science. The minimum requirements for the major in computer studies are successful completion of Mathematics 110, 231, Computer Studies 111, 112, 200, 213, 215; and two of the three courses Computer Studies 214, 317, 318. Additional courses from among Mathematics 111, 150 or 350 and 351, 274, 314, Philosophy 210 and Physics 240 are strongly recommended.

Computer Studies Courses

111 COMPUTER PROGRAMMING I FS
Ms. Duflot, Mr. Filippenko

Algorithms and flowcharts. The development of skills in the use of the programming language BASIC along with a study of the structure of this language. Problem solving and applications to a variety of disciplines. Prerequisite: none. (Note: this will replace Mathematics 170, Introduction to Computer Studies.)

112 COMPUTER PROGRAMMING II FS
Mr. Packel

Review of key aspects of Computer Studies 111. Development of the programming language PASCAL, and more programming structure. Internal sorting and searching, elementary algorithm analysis. Group projects. Prerequisite: Computer Studies 111.

200 IMPACT OF COMPUTERS ON SOCIETY

Historical significance of computers; present and projected applications of computers; social, political; legal, and ethical issues in a computerized society. Prerequisite: Computer Studies 111. (Not offered in 1980-81.)

213 INTRODUCTION TO COMPUTER SYSTEMS

Computer structure and machine language, specific assembly language development, addressing techniques, input/output techniques, construction of an assembler. Prerequisite: Computer Studies 112. (Not offered in 1980-81.)

214 COMPUTER ORGANIZATION AND INTERFACING

Basic logic, digital electronics, microcomputer architecture, hands on laboratory computation and interfacing. Prerequisites: Computer Studies 111 and Physics 121. (Not offered in 1980-81.)

215 FILE PROCESSING AND APPLICATIONS

Bulk storage terminology and applications, fundamentals of administrative computing, introduction and use of COBOL for programming of large systems. Practical projects solved individually and in groups. Prerequisite: Computer Studies 112. (Not offered in 1980-81.)

317 DATA STRUCTURES AND ALGORITHM ANALYSIS

Basic data structures, algorithm design and analysis, applications programmed individually and in groups. Prerequisites: Computer Studies 112 and Mathematics 231; Computer Studies 215 strongly recommended. (Not offered in 1980-81.)

318 PROGRAM LANGUAGE ORGANIZATION

Basic computer linguistics, BNF tables illustrated by ALGOL or PASCAL, static and dynamic storage, control structures, introduction to compiling and interpreting. Prerequisites: Computer Studies 215 or 317; Mathematics 231. (Not offered in 1980-81.)

TYPVS
MVSI CE

MUSIC

Professor Ann D. Bowen (Chairperson): Music Theory. 20th Century Music History. Piano.
Professor Frank Kirby: Music History.
‡Lecturer Carol E. Ptack: Director of Choral Activities.
‡Teaching Associate John Chapman: Organ.
‡Teaching Associate Peggy Faller: Voice.
‡Teaching Associate Richard Faller: Brass Wind Instruments.
‡Teaching Associate Linda Larson: Piano.
‡Teaching Associate James Radon: Flute, Clarinet, Saxophone.
‡Teaching Associate Ruth Scheuzger: Violin, Viola.

The music department offers students not only an opportunity to pursue a course of study leading to a music major but also to elect courses which will broaden their liberal arts education. If one is interested in performance, it is not only possible to study an instrument, and there is also opportunity to participate in choral groups.

The curriculum for the major places emphasis on courses in music history and theory rather than applied music. Courses in music history are organized to emphasize the major stylistic periods of the Western World. In addition to the study of music in its historical perspective, stylistic developments in music are related to those of other arts. Either Music 104 (Perspectives on Music) or Music 210 (Introduction to Music Literature) is a prerequisite for advanced music history courses; but neither counts toward the major in music.

The first two courses in music theory include work with basic melodic and chordal structures, formal modes of musical organization, harmonic analysis, ear-training, and sight-singing. In this integrated approach the student also has an opportunity to compose short compositions. The more advanced courses include counterpoint, fugue, and modern harmony.

A music major should demonstrate a minimum keyboard proficiency or a performing ability on another instrument. Staff members give private instruction in piano and organ, and instruction in other instruments is arranged with qualified musicians from the Chicago area.

The College Choir and Madrigal Singers are the departmental co-curricular musical organizations. It is also possible for competent instrumentalists to audition for the Lake Forest Symphony Orchestra.

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‡Part-time Teaching, 1980-81.

Although there are no formal instrumental groups on campus, student directed ensembles are strongly encouraged. The aforementioned groups present frequent concerts and provide excellent musical experience for all participants.

The major includes Music 150, 151, 230, 233, 350, 351, 352, 353, and at least one other course in history or theory. In addition to the required course work, majors must have one year of applied music and must participate in a choral organization. A reading knowledge of German is encouraged, especially for the students who may want to pursue graduate study in music.

104 PERSPECTIVES ON MUSIC FS (A)* Miss Bowen, Mr. Kirby

A non-technical introduction to various facets of music through guided listening to selected masterpieces of Western music as well as exposure to folk music, popular music, and Non-Western music. No previous knowledge is needed. Intended for non-majors.

109 CHOIR FS Mrs. Ptack

Credit may be earned after a year's participation in the group and completion of a research paper.

111, 211, 311, 411 APPLIED MUSIC FS Staff

Private instruction in piano, organ, orchestral instruments and voice. One half-hour lesson and a minimum seven hours of practice per week. Satisfactory completion of one year of instruction qualifies a student for one course credit. There is an added fee for private lessons. Any student who desires more than two course credits in applied music or choir must satisfactorily complete the first term of theory.

116 SYMPHONIC MASTERPIECES S Miss Bowen, Mr. Kirby

Varied aspects in the history of the symphony from its inception to the present day.

117 WORLD MUSIC SURVEY Mr. Kirby

A study of music outside the European "Art" tradition. Prerequisite: Music 104 or a knowledge of materials of music. Offered in alternate years.

150, 151, MUSIC THEORY FS Miss Bowen

Basic vocabulary of materials of musical composition: melodic and chordal structures; sight-singing and ear-training; diatonic and chromatic harmony with emphasis on four-part writing, analysis, and creative work.

210 INTRODUCTION TO MUSIC LITERATURE S Mr. Kirby

Explanation of basic materials of music leads to the survey of the major musical styles and media of performance from the Middle Ages to the present. Emphasis on listening.

227 HISTORY OF JAZZ S (B)* Mr. Kirby

Principal styles of representative jazz musicians: the roots (including blues and ragtime); jazz in New Orleans and Chicago; big band, swing and modern jazz (since 1945).

230 COUNTERPOINT

"Species" counterpoint, use of both modal and tonal approaches in projects. (Not offered in 1980-81.)

231 INVERTIBLE COUNTERPOINT AND FUGUE Miss Bowen

Study of double counterpoint and fugal techniques. (Offered as required.)

233 FORM AND ANALYSIS Mr. Kirby

Study of the principal forms in Western art-music: binary and ternary forms, the sonata, variation and rondo principles, and others, through analysis of individual compositions. Emphasis on forms in tonal music. (Offered as required.)

329 HISTORY OF OPERA F Mr. Kirby

Study of stylistic aspects and analysis of the world's great operas.

332 MODERN HARMONY AND COUNTERPOINT Miss Bowen

(Offered as required.)

343 AMERICAN MUSIC

Music in the United States from the time of the Pilgrims to the present day. The course includes "art" music, folk music, and jazz. (Not offered in 1980-81.)

350 HISTORY OF MUSIC TO 1750

An introduction to the music of the Middle Ages, Renaissance and Baroque periods. A study of the works of representative composers whose masterpieces show the development of monophony, medieval and renaissance polyphony;

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*7½ week course.

then the rise of monody and opera will be studied along with representative instrumental forms of the late Baroque. (Not offered in 1980-81.)

351, 352 MUSIC IN THE CLASSIC AND ROMANTIC ERAS FS Mr. Kirby
Stylistic traits of the 18th and 19th centuries; works of Haydn, Mozart and Beethoven. Nineteenth century Romanticism centers around works of Schubert, Schumann, Liszt, Brahms and Wagner.

353 20TH CENTURY MUSIC S Miss Bowen
Trends, techniques, and leading composers of modern music, from the French Impressionists to the present day.

480 SEMINAR IN MUSIC HISTORY Mr. Kirby

PHILOSOPHY

Professor Forest Hansen: Aesthetics. Ancient Philosophy. Philosophy of Psychology. Greek Civilization. Philosophy of Education.
Associate Professor Abba Lessing (Chairperson): Existentialism. Jewish Studies. Hegel. Philosophy in Literature.
Assistant Professor Louis G. Lombardi: Ethics and Political Philosophy.
Instructor Patricia McGoldrick: Kant. Philosophy of the Mind. Logic.

Philosophy is one of our oldest disciplines. It is not so much a subject as a particular way of thinking, a critical reflection upon our most important judgments and human experiences. Philosophical skills can be used to put things into perspective, to see the consequences of our views, to assess the justifications of our beliefs, our practices, and our institutions. In pursuing wisdom, clarity, and intellectual responsibility, philosophers have engaged a wide range of issues: the relationship between human beings and nature, the possibility of knowledge, the justification of moral and aesthetic judgments, the basis of legal obligation, the value of justice, the meaning of human existence. Philosophy at Lake Forest College emphasizes the diversity of the discipline. Students have an opportunity to study the main lines of our philosophical heritage as well as the many sides of contemporary philosophical inquiry.

Because of the unusually broad applicability of philosophical reasoning skills, students trained in philosophy are well prepared for careers requiring a capacity for critical judgment. Except where prerequisites are required, philosophy courses are open to all students. The minimum major requirement of eight courses must include Philosophy 211, 212, 213, and one 300-level course. Philosophy 100 and 205 may not be counted toward the major.

100 REASONING: THEORY AND PRACTICE S (B)*

Ms. McGoldrick

Development of reasoning skills through study of argumentation and principles of modern logic. Practice in analyzing and criticizing arguments. Topics include principles of valid argumentation, techniques for clarifying meanings, tactics for uncovering and avoiding fallacious reasoning and strategies for applying logical methods to making decisions.

110 INTRODUCTION TO PHILOSOPHY FS

Staff

A general introduction to the scope and variety of philosophical thinking with emphasis on classical theories and contemporary controversies.

115 EXISTENTIALIST THOUGHT F

Mr. Lessing

Introduction to the existentialist movement through its discursive and literary expressions. Readings in Kierkegaard, Nietzsche, Dostoevski, Kafka, Sartre, Heidegger and Buber.

120 CONTEMPORARY ETHICAL ISSUES

Discussion of current and controversial ethical issues such as euthanasia, moral obligation and the environment, sexual morality, abortion, discrimination, and preferential treatment. Particular attention will be given to the application of some major ethical theories to these contemporary problems. (Not offered in 1980-81.)

200 FEMINISM: PHILOSOPHICAL ISSUES F

Ms. McGoldrick

Examination of feminism and its relationships to three central topics in social philosophy: justice, rights, and equality. Readings include selected feminist writings and materials drawn from philosophy, law, and other disciplines.

201 MEDICAL ETHICS F

Mr. Lombardi

Critical examination of ethical issues arising in the application and organization of biomedical resources. Problems touch on topics such as abortion, malpractice, patients' rights, experimentation with human subjects, distribution of medical care and medical education, allocation of scarce medical resources, concepts of death, genetic research.

203 BUSINESS AND PROFESSIONAL ETHICS S

Mr. Lombardi

Analysis and evaluation of ethical problems and principles in business and the professions. Attention will be given to the idea of professional responsibility, the relationships between obligations generated by professional codes and other moral and legal obligations, and the problem of justification of codes of professional ethics.

205 THE HOLOCAUST: PHILOSOPHICAL AND THEOLOGICAL IMPLICATIONS S

Mr. Lessing

Ethical, metaphysical, and religious concerns which issue from the historical and factual dimensions of the Holocaust (the destruction of European Jewry).

210 MODERN LOGIC AND THE PHILOSOPHICAL PROBLEMS OF SCIENCE

Principles of deductive logic and inductive logic. Application of logical methods to selected topics in the philosophy of science: scientific discovery, explanation, theory confirmation and laws. Suited to students of humanities and social sciences as well as natural sciences and mathematics. (Not offered in 1980-81.)

211 HISTORY OF WESTERN PHILOSOPHY: ANCIENT GREECE F

Mr. Hansen

Nature of reality, knowledge, morality, and the ideal life traced from the pre-Socratics through Plato, Aristotle, and post-Classical thinkers to its emergence in medieval philosophy. Major focus: methods and world-views of Plato and Aristotle.

212 HISTORY OF WESTERN PHILOSOPHY: 17TH & 18TH CENTURIES S

Mr. Hansen

17th and 18th century European philosophers. The divergent positions of Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, and Hume culminating in the synthesis of Kant. Prerequisite: 110, 211, or consent of instructor.

213 HISTORY OF WESTERN PHILOSOPHY: THE 19TH CENTURY F

Mr. Lessing

Idealism, romanticism, existentialism, vitalism and pragmatism. Readings in Hegel, Kierkegaard, Schopenhauer, Marx, Nietzsche, Bergson and William James. Prerequisite: 110, 115, 212 or consent of instructor.

220 PHILOSOPHIES OF EDUCATION F

Mr. Hansen

Introduction to contemporary philosophies of education with special attention to their views of human nature and their justification of the claimed goals and values of education. (Also listed as Education 220.)

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*7½ week course.

230 NIHLISM/PARADISE: PHILOSOPHY IN LITERATURE F

Mr. Lessing

The radical loss of meaning over and against a persistent vision of paradise illustrated in works by Dostoevski, Kafka, Sartre, DeSade, T.S. Eliot, Elie Wiesel.

240 PHILOSOPHY OF LAW S

Mr. Lombardi

Survey of some main philosophical theories about the nature and justification of law, with intensive examination of several key philosophical problems as they arise in workings of the American legal system. Readings drawn from law and philosophy.

250 PHILOSOPHY OF RELIGION

Relationships between religious conviction and reason through a close look at the nature of religious experience; the role of tradition, ritual, and myth; and the specific ways in which philosophy adds to or challenges religious life. Readings from classical and contemporary works. (Not offered in 1980-81.)

260 ESTHETICS: REFLECTIONS ON ART

Understanding the creative process, the nature of art works and appreciation, and the foundations of esthetic criticism. Critical examination of the theory that art expresses emotion. Discussion based on contemporary writings and student involvement in creating and perceiving art. (Not offered in 1980-81.)

310 20TH CENTURY: ANGLO-AMERICAN PHILOSOPHICAL THOUGHT F

Ms. McGoldrick

Investigation of revolutionary developments in 20th Century philosophy in the impact of linguistics and philosophy of language on metaphysics and epistimology. Emphasis on Bertrand Russell and Ludwig Wittgenstein.

320 20TH CENTURY PHENOMENOLOGY AND EXISTENTIALISM

20th century Continental philosophers and the primacy of "lived existence" for reflecting on decision, suffering, estrangement, authenticity and intimacy. Readings in Kierkegaard, Nietzsche, Husserl, Heidegger, Sartre, Buber, Jaspers, and Merleau-Ponty. Prerequisite: 115, 211, 212, or 213. (Not offered in 1980-81.)

380 DIALOGUE S

Ms. McGoldrick

Traditional and non-traditional philosophic areas not covered elsewhere in the curriculum. Fall term topic: Civil Rights, Civil Disobedience and Violence.

480 SYMPOSIUM S

Mr. Lessing

Seminar primarily for junior and senior majors, though open to non-majors with the instructor's permission. Special topic chosen for each year after consultation with majors. Topic: Martin Buber and Martin Heidegger.

PHYSICS

§Professor Bailey Donnally: Atomic Structure. Atomic Collision. Electronics. Photography.
†Professor Roger Faber: History and Philosophy of Science. Chemical Physics.
Professor Tung H. Jeong (Chairperson): Coherent Optics. Holography. Laser Applications.
Assistant Professor Richard J. DeCoster, II: Thermodynamics. Analytical Mechanics.
Assistant Professor Arthur Schmidt: Nuclear Physics. Computers.

Physics is an important part of the total of modern man's knowledge. Study provides insight into this role of physics in the continuing development of our culture with respect to both the external environment of man and the development of contemporary thought.

Physics 120, and 121 are the introductory sequence which should be taken by those students majoring in the physical sciences and by those students who desire a more detailed quantitative study of physical principles and phenomena.

Courses numbered 104 through 109 and 200 are topical courses designed for students not majoring in the sciences who want to explore physical principles on a less detailed level and with some attention to the relation of physics to other human endeavors.

The major includes 120, 121, and 210. Courses numbered from 104 through 109 and 200 will not normally count toward the major requirements in physics, but in special cases, such as a late decision to major in physics, exceptions may be made to this rule by the department chairperson.

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†Sabbatical Leave of Absence, 1980-81.
§Dean of the Faculty.

104 SPACE, TIME, AND MOTION

The revolutionary views of the world put forth by Galileo, Newton, and Einstein. Three hours of lectures, one lab per week. (Not offered in 1980-81.)

106 LIGHT, SOUND, AND THE WORLD OF WAVES S

Mr. Jeong

Behavior of waves, including water, sound, and radio waves, and light. Optics of lenses and mirrors. Musical instruments. Four lectures per week.

107 CHANCE, FATE AND PHYSICAL LAW

The Uncertainty Principle and its application to the physics of atoms, nuclei, and particles. Early in this century, Newton's clockwork model of the universe was replaced by Heisenberg's famous Principle, which established chance at the foundations of the material world. This upheaval in physics will be studied in historical perspective, with attention to its implications in other fields of thought. No laboratory. (Not offered in 1980-81.)

108 THE ENERGY CRISIS

How can the world's growing demand for energy be satisfied? Merits of present and proposed energy conversion methods: Problems with regard to environmental degradation, distribution, storage, cost, availability. Basic physical principles of various energy systems. No higher mathematics required. Two two-hour lectures per week. No lab. (Not offered in 1980-81.)

109 ASTRONOMY AND COSMOLOGY S

Staff

The solar system and planetary motion, the nature and evolution of stars, star clusters, and galaxies; and the structure and origin of the universe. Observations as weather permits.

120 GENERAL PHYSICS F (1½ credit course)

Mr. Jeong, Staff

Newton's laws of motion, conservation of energy and momentum. Types of motion treated include: translation, rotation, oscillation. Traveling and standing waves, thermodynamics and kinetic theory gases, and pipes. Five lectures, one lab per week. Prerequisite or corequisite: Mathematics 110.

121 GENERAL PHYSICS S (1½ credit course)

Mr. Jeong, Staff

Electric and magnetic fields. Circuit elements in both DC and AC circuits. Electromagnetic waves, geometric optics of mirrors and lenses. Interference and diffraction phenomena in light. Five lectures, one lab per week. Prerequisite: Mathematics 110 and Physics 120.

200 THE PHYSICS AND THE ART OF PHOTOGRAPHY F

Mr. Donnally, Mr. Croydon

Creative use of the photographic medium along with study of appropriate scientific principles and aesthetic values. Works of influential photographers and important photographic themes will be analyzed. Not open to students who have taken Art 132 or Art 240. (Also listed as Art 240.)

205 COMPUTER-CONTROLLED EXPERIMENTATION

The basic components of a simple computer and how they work together. Programming a computer in machine language. Methods of interfacing a computer to the "real world". Real-time applications in the laboratory. Three lectures and two laboratory sessions per week. Prerequisites: Physics 122 or Chemistry 112, Mathematics 170. (Not offered in 1980-81.)

210 ATOMIC AND NUCLEAR PHYSICS F

Mr. Schmidt

The structure of atoms and nuclei from the viewpoint of theory and experiment, including an introduction to the quantum theory. Nuclear reactions and models of the nucleus. Elementary particles. Four lectures, one lab per week. Prerequisites: Physics 120 and 121 and Mathematics 110 and 111.

230 THERMODYNAMICS F

Mr. DeCoster

Fundamental ideas of temperature, heat, equilibrium, and entropy. Primarily macroscopic, but with some emphasis on the microscopic; statistical basis of thermodynamics. Prerequisites: Physics 121 and Mathematics 111.

240 ELECTRONICS S

Mr. Schmidt

Transistors, diodes, and their application in electronic circuits. Amplifiers, oscillators, logic circuits, computing circuits. Electronic instruments and measurements. Three lectures per week; lab. Prerequisite: Physics 122.

250 ANALYTICAL MECHANICS S

Mr. DeCoster

Mathematical physics in the field of mechanics. Mechanics of single particles, systems of particles, rigid bodies, vibrations and wave motion. Prerequisites: Mathematics 110, 111 and Physics 120.

310 (F), 311 (S) ELECTRICITY AND MAGNETISM

Electrostatics and solutions of electrostatic problems. Microscopic theory of dielectrics. Magnetic field of a steady current and the microscopic theory of magnetic properties of matter; Maxwell's equations; radiative phenomena; electrodynamics and elements of modern optics. Three lectures, one lab per week. Prerequisite: Physics 210. (Not offered in 1980-81.)

350 MODERN OPTICS

A study of physical optics including topics in interference, diffraction, scattering, polarization, absorption, lasers, and applications. Three lectures, one lab per week. Prerequisite: Physics 122. (Not offered in 1980-81.)

410 ADVANCED ANALYTICAL MECHANICS

Emphasis on generalized coordinates. Newtonian, Lagrangian, and Hamilton-Jacoby theories in mechanics. Prerequisites: Physics 250 and Mathematics 210. (Not offered in 1980-81.)

420, 421 QUANTUM MECHANICS

Formal, deductive approach to the quantum theory, with applications to atoms, molecules, and solids. Five classes per week for 420. Three classes, one lab per week for 421. Prerequisites: Physics 210 (or permission of instructor) and Mathematics 210. (Not offered in 1980-81.)

POLITICS

Professor Jonathan F. Galloway (Chairperson): International Relations. Political Economy.
†Professor Christopher C. Mojekwu: Non-Western Politics. African Studies. Legal Process.
Associate Professor Charles A. Miller: American Constitutional Law. Civil Liberties.
*Associate Professor Paul B. Fischer: Local and Regional Studies. Urban and Suburban Politics.
*Assistant Professor Joseph H. Carens: Political Theory. American Politics. Public Administration.
Assistant Professor William E. Johnston, Jr.: American Politics. Political Philosophy. American Studies.
Assistant Professor W. Rand Smith: Comparative Politics. American Politics. Political Economy.
Assistant Professor Thomas G. Fuechtmann: Comparative Politics. Urban Politics. Theology and Politics.
‡Lecturer Arthur Cyr: Comparative Foreign Policy.
‡Lecturer Ndiva Kofele-Kale: International Politics. International Management. Political Economy. Foreign Policy.
‡Lecturer Gregory Bruce Smith: Political Philosophy. American Political Thought. American National Government.

The study of politics is an attempt to make sense of and impose order on the phenomena of human governance. It has to do with power and authority, legislatures and courts, war and peace, ideologies and the public welfare. Politics can be studied through the history of peasant revolts and presidential resignations; through the discussion of justice and equality, constitutionalism and political modernization; through research by microfilm and interview; through the techniques of statistics and simulation; and through the experience of living abroad or working as an intern in a government agency.

The courses in the Politics Department are designed to permit both majors and non-majors to study these themes and methods of politics. The major in the Department consists of a minimum of eight courses: two introductory courses (110 and 120) and six advanced courses, including at least one from each of the five subfields of politics, and from these courses: American Politics (220, 221, 222, 223), Public Law (360, 365), Comparative Politics (210, 211, 212, 313), International Relations

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*Leave of Absence, 1980-81.
†Sabbatical Leave of Absence, 1980-81.
‡Part-time Teaching, 1980-81.

(240, 340), and Political Theory (250, 357, 358). The Department encourages individual study in politics beyond the required courses. This study may take the form of tutorials, independent research, internships, or a senior thesis.

Note on Politics 110 and 120: These two courses are designed for freshmen and sophomores. Juniors and seniors interested in a first politics course should consult departmental faculty for advice. The two courses are independent of each other and may be taken in either order. Politics 110 excludes American politics; Politics 120 is about American politics only. Therefore 110 is the normal prerequisite for further courses outside American politics and 120 is the normal prerequisite for further courses in American politics. The prerequisites may be waived with the permission of the instructor.

110 INTRODUCTION TO POLITICS: THEORY, COMPARATIVE, INTERNATIONAL FS

Mr. Galloway, Mr. C. Miller, Mr. Fuechtmann, Mr. W. R. Smith

Basic concepts in political science; selected governments other than the United States; analysis of current political problems; some reading in political theory and political novels.

120 AMERICAN POLITICAL INSTITUTIONS FS

Mr. Johnston, Mr. G. Smith

Introduction to American politics including origins of the system, basic institutions, political parties and interest groups; evolution of constitutional interpretation.

210 COMPARATIVE EUROPEAN CONSTITUTIONAL SYSTEMS F

Mr. W. R. Smith

A comparative study of the government and politics of Great Britain, France and the Federal Republic of Germany.

211 COMPARATIVE COMMUNIST SYSTEMS S (B)*

Mr. W. R. Smith

Political systems of the Soviet Union, Eastern Europe, and China, in comparative perspective and with particular emphasis on ideology, political institutions, the Communist Party, and leadership.

212 NON-WESTERN POLITICS F

Mr. Kofele-Kale

Special topics relating to Third World Nations in Africa and Asia, e.g., industrialization and ecology; power and authority in non-industrial society and culture.

215 INTRODUCTION TO JAPAN S (B)*

Mr. C. Miller

An introduction to Japanese society, politics and culture. Prerequisite: Politics 110 or Sociology and Anthropology 110 or consent of instructor.

216 THE POLITICS OF THE MIDDLE EAST S (A)*

Staff

Study will focus on the Arab states and Iran while considering such important themes as modernization/development, the military, the role of religion, intro- and extra-regional relations, oil, and the Arab-Israeli crisis. A special emphasis will be put on recent events in Iran. All of the above issues will be considered within the social context of the various countries studied so that students will also develop a familiarity with the Middle East as a geographical, social, and cultural area.

217 INTRODUCTION TO SUBSAHARAN AFRICA

A survey of the geography, social and political history, and post-independence politics of Black Africa. (Also listed as History 217.) Prerequisite for Politics 313 and 413. (Not offered in 1980-81.)

220 POLITICAL PARTIES

American parties, pressure groups, and electoral problems. (Not offered in 1980-81.)

221 THE PRESIDENCY F

Mr. Johnston

An analysis of the executive in national government. There will be special emphasis on the 1980 election.

222 CONGRESS

The United States Congress is studied with respect to representational styles, institutional roles and organization, and electoral trends. (Not offered in 1980-81.)

223 URBAN AND SUBURBAN POLITICS F

Mr. Fuechtmann

Problems of political and social organization in central cities and suburbs. Topics include local political parties, machines, mayors and city managers, and differences between big city and suburban politics. Prerequisite: Politics 120.

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*7½ week course

230 PSYCHOPOLITICS

An examination of psychoanalytic biographies of important political leaders — Woodrow Wilson, Mahatma Gandhi, Adolf Hitler and Lyndon Baines Johnson. What are the pitfalls and the opportunities of studying politics from the perspective of the personalities of individual leaders? What is the impact of personality upon the policies of statesmen and states? (Not offered in 1980-81.)

240 AMERICAN FOREIGN POLICY S

Mr. Galloway

The roles of culture, history, the separation of powers, and various elites and interest groups in influencing foreign policy; problems of morality, rationality, and the national interest; chronological survey of various issue areas since World War II.

241 THE VIETNAM WAR S (A)*

Mr. W. R. Smith

Vietnam's domination by China, France, and the United States. Analysis of the "final" Vietnam war from the perspectives of the United States and Vietnam. Prerequisites: Politics 110 or 120; or sophomore standing; or consent of instructor.

250 INTRODUCTION TO POLITICAL THEORY FS

Mr. Johnston

Discussion of conflicting views on topics such as civil disobedience, black power, feminism, abortion, income distribution, "victimless crimes," censorship, political ethics, and revolutionary violence. Seminar-discussion format. No prerequisites.

260 THE LEGAL PROCESS

An introduction to the functions of the legal system in the United States. Prerequisite: Sophomore standing. (Not offered in 1980-81.)

270 BUSINESS AND SOCIETY F

Mr. Galloway

Studies of the private and public sectors in the United States; the comparative role of markets and plans in producing and allocating wealth; the political economy of regulation; and the issues of social justice and corporate responsibility will be analyzed in theory and through the case study method.

290, 291 TUTORIAL

To be arranged individually with an appropriate faculty member.

312 TOPICS IN COMPARATIVE POLITICS

Special studies on topics such as social class and class conflict, modernization, and communist foreign policy. (Not offered in 1980-81.)

313 GOVERNMENT AND POLITICS OF SUBSAHARAN AFRICA

The emergency of the new states of Sub-Saharan Africa from colonial status; the problems these states face in the operation of modern government and in nation-building. Prerequisite: Politics 217 or permission of instructor. (Not offered in 1980-81.)

320 PUBLIC ADMINISTRATION

A study of the role of bureaucracy in political systems. Topics include the responsiveness of bureaucracy to political leadership, governmental ethics, the relation of bureaucracy to democracy, and studies from other nations. (Not offered in 1980-81.)

321 PUBLIC POLICY ANALYSIS S

Mr. W. R. Smith

Theories of public policy analysis and several policy areas, such as education, race, housing, transportation. The topic for 1980-81 is energy.

322 PROBLEMS IN AMERICAN POLITICS: CITIES IN CRISIS S (7½A)*

Mr. Fuechtmann

The course will focus on the problems of older cities in the Northeast and Midwest facing a sudden decline in manufacturing. Plants closing have left behind a set of crucial urban problems: unemployment, declining tax base, declining retail and service markets, and an aging population. The course will focus on particular cases of urban industrial crisis. (Also listed as Local and Regional Study 322.)

323 REGIONAL POLITICAL BEHAVIOR

The focus is the metropolitan area rather than local communities. Topics include metropolitan reform, city-suburban conflict, and certain metropolitan-wide policy controversies like social integration, equitable taxation, and regional transportation. (Not offered in 1980-81.)

340 WORLD POLITICS F

Mr. Galloway

Continuity and change in international relations; consideration of the causes of war and the conditions of peace.

345 TOPICS IN INTERNATIONAL RELATIONS S

Mr. Cyr

Special studies on topics such as legal and political regimes for outer space, the multi-national corporation, and peace research and world order.

353 TOPICS IN POLITICAL THEORY

Special studies on topics such as democratic theory, John Rawls's theory of justice, capitalism and social change, conservative political thought in America. (Not offered in 1980-81.)

357 POLITICAL THOUGHT: PLATO TO MACHIAVELLI F

Mr. Johnston

Western political thought from the Greeks to the Renaissance.

358 POLITICAL THOUGHT: HOBBES TO THE PRESENT S

Mr. Johnston

Selected political philosophies from the 17th century to the present.

360 AMERICAN CONSTITUTIONAL LAW F

Mr. C. Miller

A study through Supreme Court cases of major themes in American constitutional law from 1789 to the present.

365 CIVIL LIBERTIES S

Mr. C. Miller

Problems in civil liberties and civil rights relating law to politics, society, and cultures; U.S. court cases, selected classical theorists, materials from other countries.

380 JUNIOR SEMINAR

390, 391 INDEPENDENT RESEARCH

To be arranged individually with an appropriate faculty member.

395, 396 INTERNSHIPS

413 SEMINAR ON MODERN AFRICA

Interdisciplinary seminar examining major social, economic, and political problems confronting contemporary African states. Prerequisite: Politics 313 or permission of instructor. (Not offered in 1980-81.)

480 SENIOR SEMINAR

490, 491 SENIOR THESIS

To be arranged inidividually with a faculty supervisor.

INTERNSHIP IN POLITICS S

Mr. Fuechtmann

Relates theory to practice by placing students in governmental agencies, community interest groups, and other political environments. For more details, see Lake Forest College internship brochure. (2 course equivalents.)

PSYCHOLOGY

Professor Ronald H. Forgus: Personality. Cognition-perception. Motivation. Clinical psychology and therapy.

Professor David L. Krantz: History and systems of psychology. Theories of madness. Social psychology of science.

Associate Professor Charles F. Behling (Chairperson): Personality. Counseling and clinical. Social psychology. Interpersonal and Mass Communication.

Associate Professor Phylis M. Frankel: Counseling and clinical. Educational psychology. Diagnostic assessment. Child development.

Associate Professor Robert B. Glassman: Brain function. Aggression. Learning and instinct. Animal behavior. Philosophy of science.

†Associate Professor Claire F. Michaels: Perception. Experimental psychology. Information processing. Psycholinguistics.

Associate Professor Stephanie Riger: Community psychology. Psychology of women. Organizational psychology.

Assistant Professor Kathryn D. Rindskopf: Life-span development. Individual and group differences. Human sexuality. Moral development.

Psychology is a science, and an idealistic one. It takes as its goal not only technological discoveries about behavior, but also the expression of new conceptions of what it means to be human. In the words of George A. Miller, former president of the American Psychological Association: "I believe that the real impact of psychology will be felt . . . through a new and different public conception of what is humanly possible and what is humanly desirable. I believe that any broad and successful application of psychological knowledge to human problems will necessarily entail a change in our conception of ourselves and of how we live and love and work together."

The program of the Lake Forest College Psychology Department focuses on the scientific study of behavior. It is the goal of the department to use this study not only to develop the intellect of its students and faculty, but also to develop their sensitivity and wise responsiveness to human problems. The faculty sees psychology as an empirical approach which is to be used toward the understanding of the tasks of life.

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†Sabbatical Leave of Absence, 1980-81.

The department strongly emphasizes the study of psychology as preparation for those persons who plan to enter graduate school, to become psychological workers, or to join related professions. Our students have established successful records in this regard. The department is equally committed to offering meaningful programs for students who do not intend to utilize psychology professionally. Study is intended to have meaning in itself at this moment in the lives of students and faculty. The curriculum acknowledges that we are not only preparing for future activities, we are living and confronting psychological issues now.

With these goals in mind, the program concentrates on experimental and theoretical courses, practical experience, and heavy involvement in independent study. Close faculty-student contact is maintained. The ability of students to direct and motivate themselves is respected. We believe that students learn best by actively doing, and we encourage work in actual research and service settings. To this end we have available special programs in community, child, family and mental health specialities. This training prepares students to be psychological workers upon graduating.

The department sponsors a chapter of Psi Chi, national honorary society of psychology. The Psychological Services Center, operated out of the department, is a part of our involvement in the total life of the campus.

The discipline of psychology incorporates several subject matters and methods of inquiry. Majors at Lake Forest may specialize in any of the following areas: (a) Experimental (Courses 310, 320, 330, 370, 450; Mr. Glassman, advisor); (b) Personality (115, 210, 211, 230, 330, 375; Mr. Behling, advisor); (c) Clinical and Community (115, 225, 335, 350, 360, 430, 440; Mr. Forgus, clinical advisor and Ms. Riger, community advisor); (d) Child and Developmental (210, 211, 318, 375; Ms. Frankel; advisor); (e) Social Psychology and Social Issues (117, 119, 215, 230, 240, 260, 325, 365; Mr. Krantz, advisor). Practicum experience (Psychology 380), internships and independent studies are offered in all these areas. Programs in Applied Psychology are offered within each specialty, especially for the purpose of facilitating interested students' career plans (e.g., in the helping professions, in business and industry, etc.). Ms. Rindskopf is advisor for Applied Psychology.

The major requires Psychology 110 and 220 (basic courses which integrate the subject matter and methodologies of psychology). Majors are also required to elect an appropriate balance from among the specialties listed above. This selection should occur upon consultation with an advisor in the psychology department and should be based on the student's individual interests, attributes, and goals. Diversity and breadth of study are required of all students, however, and the department reviews the programs of each major yearly. Toward the goal of balance among specialties, majors must elect at least two courses from the basic experimental sequence (Psychology 310, 320 and 370.) In addition, majors are required to balance selections among introductory and advanced courses, and this is also considered in the yearly review. Toward this balance, at least one course must be chosen from the 400 level sequence. (A Senior Thesis may be substituted for this requirement.)

All professional activity in psychology requires the ability to evaluate original research literature, and much professional activity requires the ability to perform such research. Therefore, applications for professional work or graduate study are sometimes rejected without study equivalent to Psychology 420 or Mathematics 150. Students should be aware of the importance of this issue when they discuss their individual goals and programs of study with their advisors.

All courses at the 100-level are open without prerequisites. Except where noted, Psychology 110 is required for all other courses in the department. Persons with substantial prior study of psychology, however, are invited to apply to exempt Psychology 110.

110 SURVEY OF PSYCHOLOGY FS

Mr. Behling, Mr. Forgus, Mr. Glassman, Ms. Riger, Ms. Rindskopf

A review of contemporary psychology, including considerations of learning, perception, motivation, emotion, development, personality, and social interaction.

115 HOW TO BE SANE IN A CRAZY WORLD S (B)*

Mr. Krantz

"Everybody is crazy except you and me, and sometimes I worry about you." So goes the argument of some recent critics, like R.D. Laing, of contemporary views of sanity. How plausible are the differing positions about sanity? What implications do these views have for successful living in the world? These two questions provide the focus for class lectures and discussions.

117 SOCIAL PSYCHOLOGY OF OPPRESSION

Sociopsychological consequences of prejudice upon minorities, i.e., women, blacks and religious groups. How does oppression affect intelligence, achievement, attitude, personality and emotional characteristics? What are the societal conditions which breed prejudice and oppression? (In 1980-81, this subject matter will be offered in Psychology 210-3, Spring Term.)

119 PSYCHOLOGY OF AGGRESSION

The problem of aggression, including consideration of aggressive behaviors in animals, human evolution, social psychology, learning and psychopathology. Is aggression a human instinct? Is it rational or irrational? (Not offered in 1980-81.)

210 PERSONALITY DEVELOPMENT: CHILDHOOD AND ADOLESCENCE FS

Mr. Behling, Mr. Forgus, Ms. Rindskopf

The development of personality from conception through adolescence, with emphasis on the adaptive personality and on social issues associated with growth. Consideration of the interactions of cognitive, social, and physical processes in personality development. (With special application to the psychology of oppression, prejudice, and racism in Section 3, Spring Term.)

211 ADULTHOOD AND AGING S

Ms. Rindskopf

Examination of developmental processes associated with maturity and old age. Change, crises, and continued growth are assumed to be integral aspects of development during these time periods. Personality development will be approached in a holistic fashion, with attention given to physical and intellectual functioning.

215 SOCIAL PSYCHOLOGY, MOVIES, AND MASS COMMUNICATIONS

Influence of movies, television, newspapers, and other organs of mass communications on the attitudes and personalities of their audiences; basic perceptual principles as means of understanding the emotional impact of movies and TV; analysis of psychological themes in movies. (Not offered in 1980-81.)

220 CONCEPTUAL AND QUANTITATIVE FOUNDATIONS OF PSYCHOLOGY FS

Mr. Krantz

Examination of assumptions underlying psychological theorizing, research, methodology, and quantification. Application of research techniques and conceptual measurement.

225 THE ADDICTIVE PERSONALITY: ALCOHOL AND SUBSTANCE ABUSE

A study of personality characteristics related to alcohol and substance abuse; psychological consequences of dependency and addiction. Therapeutic techniques and treatment programs will be examined in depth. (Offered in alternate years.)

230 PSYCHOLOGY OF WOMEN AND OF MEN F

Ms. Riger

The development of female and male identity, from biological, psychological, and cultural-historical perspectives. Integration of family and work roles (e.g. dual-career couples).

240 ORGANIZATIONAL AND INDUSTRIAL PSYCHOLOGY F

Ms. Riger

The human side of management; why people work; increasing workers' motivation; enhancing the productivity of work groups; interpersonal relations in work settings; effective leadership in organizations.

260 SOCIAL PSYCHOLOGY

The individual in society: the social psychology of communications, the study of the formation and alteration of social perceptions and attitudes; groups and their dynamics; cooperation, competition, and conformity in groups. (Not offered in 1980-81. Students are encouraged to consider Sociology/Anthropology 160.)

310 BASIC PROCESSES: PERCEPTION S

Mr. Forgus

Covers visual and auditory perception from several perspectives. Analysis includes anatomy and physiology, information processing approaches, speech production and perception, and the theoretical and metatheoretical underpinnings of research. Prerequisite: Psychology 220 or permission of instructor.

318 PSYCHOLOGY APPLIED TO EDUCATION S (B)*

Ms. Frankel

Principles of psychology as applied to the learning process, learning situation, learner and teacher. (Also listed as Education 310.) Open to underclassmen, but preference given to juniors and seniors. Prerequisite: Psychology 210 or permission of instructor.

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*7½ week course.

320 BASIC PROCESSES: LEARNING FS

Mr. Glassman

A survey of approaches to the study of learning, with emphasis on experimental studies. Topics covered will include behaviorism, thinking, language, motor skills, social learning, and brain functions in learning. A major theme of the course will be to ask to what degree people and other organisms rely on inborn instincts versus to what degree they rely on learning. To this end, we will discuss some aspects of the controversial field of sociobiology and we will discuss the role of symbols in contemporary life. Several class sessions will be devoted to laboratory experiences, e.g., verbal learning in humans and lever-pressing of rats. Prerequisite: Psychology 220 or permission of instructor.

325 PSYCHOLOGY OF SELLERS AND CONSUMERS S

Mr. Glassman

This course joins some of the ideas of academic psychologies with practical concerns of the marketplace. For example, the psychology of perception is relevant to an experiment, carried out in class, on estimations of package sizes; social psychology of attitude change is relevant to questions about how new products can be introduced or old ones modified. One part of the course involves systematic examination of advice given in sales manuals. Another topic concerns the ethics of selling and the nature of a "consumer society". Students do projects and present results in class.

330 MOTIVATION F

Mr. Forgus

Origin and arousal of motives in human personality, including coverage of human values, emotions, conflicts, and frustrations. Prerequisite: Psychology 210 or permission of instructor.

335 PROCESSES OF GROUP THERAPY F

Mr. Behling

The principles of group dynamics, with attention to clinical implications. Group processes as techniques by which individuals define themselves. The use of experiential exercises. Prerequisite: Psychology 210 and permission of instructor.

340 BEHAVIOR AND LEARNING DISORDERS IN CHILDREN

A course dealing with specific problems occurring in early development — covering such areas as mental retardation, emotional disturbance, and learning disabilities. We will focus on special diagnostic problems and specific methods of treatment, including play therapy and classroom techniques for facilitating learning. Field experience will also be required. Prerequisite: Psychology 210 or permission of instructor. (Offered at Barat in 1980-81.)

350 ABNORMAL PSYCHOLOGY F

Ms. Frankel

Origins, treatment, and case studies of common behavior disorders analyzed in the context of adaptive personality development. Prerequisite: Psychology 210 or permission of instructor.

360 DIAGNOSTIC TECHNIQUES OF PERSONALITY EVALUATION S (A)*

Ms. Frankel

Personality structure and dynamics through projective techniques and psychometric tests of intelligence. Supervised experience in administering, scoring, and interpreting. Emphasis on diagnostic procedures and appropriate recommendations for treatment. Prerequisite: Psychology 210 or permission of instructor. (Offered in alternate years.)

365 PSYCHOLOGY OF HUMAN SEXUAL BEHAVIOR S

Ms. Rindskopf

Integration of available research and theory in psychological, biological, and social aspects of human sexual behavior. Topics include: the anatomy and physiology of sex and reproductive processes, psychosexual development, sexual identity and object choice, sexual relationships and transactions, sexual health, sexual therapies, sexual lifestyles, sexual issues and the law, social and personal sexual value systems.

370 PHYSIOLOGICAL PSYCHOLOGY F

Mr. Glassman

How the brain participates in psychological processes: perception, motivation, learning, movement, language, consciousness. Discussion of the action of drugs that affect awareness. Laboratory involves brain stimulation, recording, and ablation experiments in animals and demonstration of human brain waves.

375 HUMAN PERSONALITY S (B)*

Mr. Forgus

The organization of personality, studied in the context of adaptive behavior and cognitive functioning. Topics include: theories, structure, dynamics, development, assessment, disorders, adaptive behavior and effective personality change. Prerequisite: Psychology 210 or permission of instructor.

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*7½ week course.

380 PRACTICUM: WORKSHOP IN HELPING SKILLS S (B)

Ms. Riger

Supervised practice in applying psychological principles in research or service settings. Open to junior and senior psychology majors with permission of instructor. (Because the practicum experience varies, students may be permitted to repeat.)

410 MODELS OF MAN S

Mr. Krantz

Differing views of human nature presupposed by psychological theory; emphasizes machine, cognitive, irrational, and existential images. Historical, philosophical and psychological analysis; directions and growth of psychological thought. Prerequisite: Junior standing or permission of instructor.

420 DESIGN AND ANALYSIS OF EXPERIMENTS

Experimental design, statistical inference, and quantitative methods, with emphasis on basic statistical concepts and computer applications. Prerequisite: Psychology 220 or permission of instructor. (Not offered in 1980-81. Students are encouraged to consider Mathematics 150.)

430 COMMUNITY PSYCHOLOGY: SOCIAL SERVICES AND SOCIAL CHANGE S (A)*

Ms. Riger

Changing communities to enhance mental well-being; developing community-based social services; psychology, social action, and public policies. Prerequisite: Junior or senior standing, or permission of instructor. (Also listed as Local and Regional Studies 430.)

440 CLINICAL PSYCHOLOGY F

Mr. Forgus

The course is to help prepare the student to practice clinical psychology by providing intensive instruction and practicum experience in the diagnosis and remediation of individual, child, marriage, family and community problems. This includes psychotherapy. These clinical skills are practiced in the context of theories about the nature of persons, human satisfaction and values. Each student will have practicum experience with clients of his or her choice. Prerequisite: Permission of instructor. (Permission not required if Psychology 330 or 375 has been completed.)

450 SEMINAR IN COGNITIVE PSYCHOLOGY

The light side of experimental epistemology. Content will vary. Examination and evaluation of current theory and research in perception, learning, and/or psycholinguistics. Prerequisites: Psychology 310 and 320 or permission of instructor. (Not offered in 1980-81.)

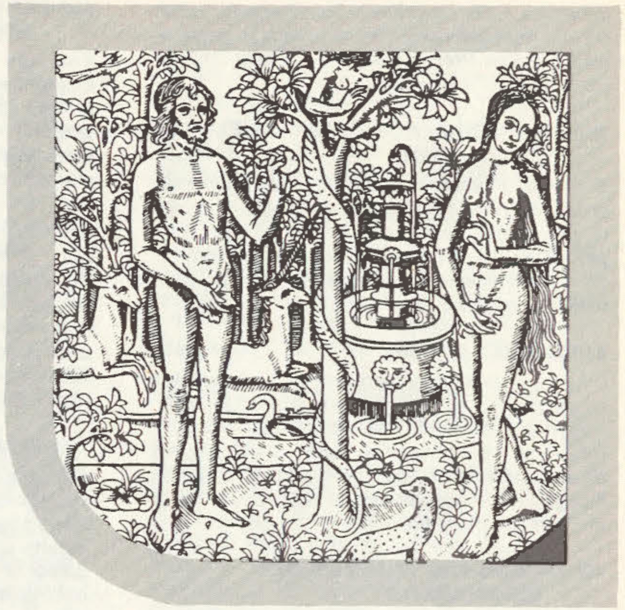
475 PROBLEMS OF RESEARCH IN NATURAL SETTINGS F

Mr. Krantz

The conceptual and methodological problems of researching the complex "real world" are examined through field trips to marketing, survey and clinical research settings. Class projects and supervised independent research. Prerequisite: Psychology 220.

480 SENIOR SEMINAR

The goal of the seminar is to review the primary sub-disciplines within psychology, in depth and integration. Frequent guest instructors and a variety of resources are utilized. Prerequisite: Junior or Senior psychology major (with preference given to seniors) or permission of instructor.



RELIGION

Associate Professor Dan Cole (Chairperson): Biblical studies. Near Eastern archaeology. Classical Civilization.

Lecturer Ronald Miller: Comparative Religions. Christian and Jewish Studies. Philosophy of Religion.

Courses in the Department of Religion are intended to offer students some understanding of religious thought,art, and literature, to examine the interrelationships between religious expressions and the particular cultural matrix in which they have taken form, and to develop the appropriate tools of analysis for the study of religious literature and history. It is not the purpose of the department to indoctrinate or propagandize, but rather to help equip students to make sound judgments for themselves in an atmosphere of free and serious inquiry, with an academic concern for the application of scholarly methods and the results of modern scholarship.

Some students will be interested in undertaking more extensive work in the department, either because of the perspectives which religion offers for integrating the content of other disciplines or because of professional goals involving seminary or graduate studies in religion. These students are encouraged to consider a major in Humanistic Inquiry which would combine work in the Department of Religion with work in one or more other departments. (It should be noted that leading seminaries and graduate schools of religion recommend a broadly-based undergraduate preparation for their candidates, involving concentration in several areas of the humanities and social sciences as well as some foundation in the field of religion.) Members of the department will be glad to advise students with regard to appropriate patterns of course work to fit their interests or pre-professional needs.

Most courses in the department are open without prerequisite to any interested student.

200 APPROACHES TO EXISTENCE F

Mr. R. Miller

Inquiry into the nature of religious concern, the needs and interests religion serves, the validity and meaning of religious experience. Books used in 1980-81 will include: *Siddhartha*, and *Forgotten Truth*.

201 BIBLICAL HERITAGE: MYTH, LEGEND AND HISTORY F

Mr. Cole

The narrative sections of the Hebrew Bible and the New Testament, with particular attention to the content and themes most significant for later art, literature and religious thought. From the creation account and stories of Israel's patriarchs, kings and heroes to the gospel accounts of Jesus and visions of the final judgment, studied in relation to the history and literature of the ancient Near East.

202 BIBLICAL HERITAGE: LAW, PROPHETS AND TEACHINGS S

Mr. Cole

The Biblical laws, books of the prophets, teachings of Jesus and letters of Paul, studied in relation to each other and in the light of the Near Eastern cultures and traditions out of which they emerged.

203 JESUS IN LEGEND AND HISTORY F

Mr. Cole

Various portraits of Jesus, from New Testament gospels and non-canonical "gospels" through treatments in the art of Byzantine and later periods, to recent portrayals in literature, film and rock opera. Attention also to contemporary scholarly attempts to reconstruct the historical Jesus.

204 JERUSALEM, CITY AND SYMBOL

A study of Jerusalem, sacred city for Jews, Christians and Moslems: its history from the time of David to the modern era, and its role as a religious and ideological symbol for different groups and for pilgrims with differing perspectives.

Primary readings from Biblical prophets, ancient historians, Crusaders, medieval pilgrims and modern Zionist and Palestinian spokesmen. Reflections of Jerusalem in art, poetry, imaginative literature, and in the impressions of 19th and 20th century travellers as diverse as Herman Melville, Mark Twain and Nikos Kazantzakis. (Not offered in 1980-81.)

206 READINGS IN INTERPRETATION OF RELIGION

An examination of various interpretations of religious writings. Readings from such thinkers as Otto, Eliade, James, Tillich and Dewey. Discussion of selections read, supplemented by students' papers on individually chosen topics. (Not offered in 1980-81.)

207 READINGS IN CONTEMPORARY RELIGIOUS THOUGHT S (A)*

Mr. R. Miller

A study of the major developments in twentieth century religious thought. The class will focus on the discussion of writings from Jewish, Protestant, Eastern Orthodox, Catholic and secular perspectives.

208 THEOLOGICAL INVESTIGATIONS F

Mr. R. Miller

Study of a person, school or issue in theology or religious thought, with emphasis on student participation. In 1980-81 this course will focus on Hans Kung and the current crisis in Roman Catholic theology and practice.

209 ARCHAEOLOGY OF THE BIBLICAL WORLD S

Mr. Cole

A survey of archaeological research in the Near East relating to biblical history, religion, and literature. Documentary discoveries, results of excavation at selected sites in Israel, Jordan and related regions. Attention to archaeological field methods and interpretive principles as applied to Near Eastern materials. Slide resources, field trips to museums, practical experience with pottery typological collections. (Also listed as Sociology/Anthropology 209.)

212 PSYCHOLOGY AND ETHICS IN DIALOGUE

Relationships of the individual to society examined from the viewpoints of psychology and ethics. Team-taught by members of the Psychology and Religion departments. (Not offered in 1980-81.)

217 EASTERN SPIRITUAL PATHS S (B)*

Mr. R. Miller

An introduction to the religious traditions of India, Tibet, China and Japan. Hinduism, Buddhism, Confucianism and Taoism will be studied. Emphasis will be placed both on the historical development of these traditions and on their relevance as contemporary paths of spiritual growth.

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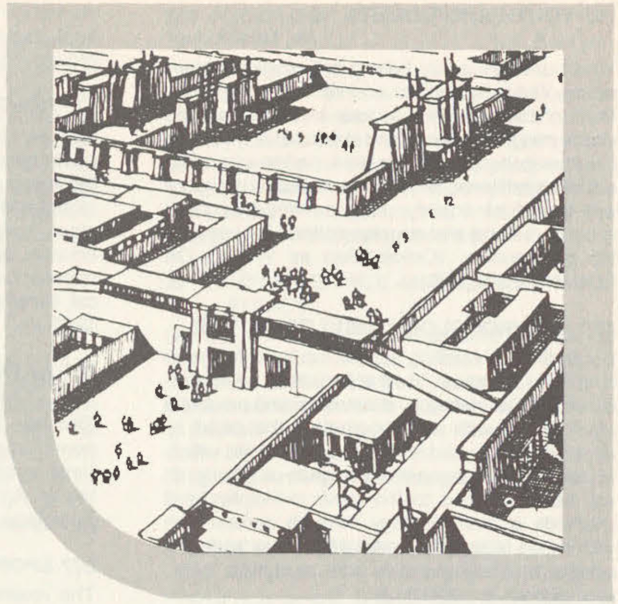
*7½ week course.

218 LIVING RELIGIONS: JUDAISM
Introduction to Jewish thought, faith and practice, in both historical development and contemporary forms. (Not offered in 1980-81.)

219 LIVING RELIGIONS: CHRISTIANITY
Introduction to Christian thought, faith, and practice, in historical development and contemporary forms. Readings from representative expressions. (Not offered in 1980-81.)



SOCIOLOGY AND ANTHROPOLOGY

Professor Leo F. Van Hoey (Chairperson): Comparative Social Inquiry. Demography, Organization and Transformation of Cultural-Ecological Systems. Sub-Saharan Africa.
Associate Professor Arlene Eskilson: Cross-Cultural Sociology and Social Psychology. Methodology. Variations of Leadership. Educational Settings, Dilemmas in Sex Roles.
Assistant Professor Richard Handler: Anthropology of Complex Societies. Ethnicity. Kinship. Symbolic Systems. Canada. Japan.
Assistant Professor Eugene Muehlbauer: Anthropology and Sociology of Complex Societies. Social Inequality. Criminology. Social Services. Psychological Anthropology. Western Europe.

Although Sociology and Anthropology arose from two traditions, they are engaged in a common endeavor. Studies in the Department are directed toward the discovery of general principles which help to explain similarities and contrasts in human social behavior. To this end, work in the Department centers upon the comparative analysis of human societies. We emphasize study of both modern and pre-modern societies, including issues of contemporary social policy.

Courses 110, 105, 120, 150, 160, and 170 may serve as introductory courses and prerequisites for most higher level courses. Majors will complete a minimum of eight courses in the Department, including an introductory course, 210, 310, 320, and 410. A grade point average of 2.25 in courses in the major, which should include 210, is required for admission to 310. 310 and 320 preferably are taken in the Junior year. Majors planning for graduate studies in Sociology, Anthropology, Demography, Business Management, Social Service, or Social Policy will be strongly urged to take courses in Mathematics, Computer Techniques, or Statistics offered by the College.

The Department takes special interest in encouraging senior thesis work leading to the major degree with honors.

105 YOUTH AND SOCIETY S

Mr. Muehlbauer

Youth, always partly based in biological maturation, varies in content and definition from culture to culture. The course follows research concerning the place and the role of youth in diverse cultural settings and under changing social conditions, with final emphasis on modern industrial society: the formation of peer groups, cultural and counter-cultural movement. No prerequisite. (Cross-listed as Writing On Special Topics 105.)

107 ANTHROPOLOGY AND LITERATURE

Social Science writing appears to be different in kind from literature, but the two often have similar aims. For instance, dramatists and novelists often share with anthropologists the need to describe vividly and truthfully a way of life which is unfamiliar because it is foreign to us. Students will be introduced to the basic principles and methods of anthropology through comparison with those of literature and will write a series of essays of a comparative and analytical type. (Not offered in 1980-81.)

110 HUMAN SOCIETIES FS

Staff

Foundations of social inquiry; basic models of human societies; dimensions of social organization; elements of analysis and principles of theory construction in social science; selected domains of investigation and aspects of field work.

120 KINSHIP, FAMILY AND SOCIETY

Structures of kinship (relations, groups, roles, terms); forms of marriage, households, settlements. The context of kinship; transition in social organization; changing relations between kinship and economy, polity, habitat, and population. No prerequisite. (Not offered in 1980-81.)

130 HUMAN ORIGINS F

Mr. Muehlbauer

Survey of the genetic basis and fossil evidence for human biological evolution and the origins of culture. Inquiry into the significance of variation among living and extinct varieties of Homo Sapiens and his nearest relatives in the animal kingdom. Investigation of the earliest human cultural development to the dawn of history. No prerequisite.

160 SOCIAL PSYCHOLOGY F

Ms. Eskilson

The relationship between symbolic activity (language) and social behavior; socialization and the development of self; conformity and deviance in human behavior; dynamic and structural aspects of interaction in small human groups. No prerequisite.

170 CONTEMPORARY SOCIAL ISSUES

A close look at the context in which issues of public concern arise, are identified, and become the focus of organized action. A discussion of global and national issues (population, environment, material resources, food production, inequality, conflict, alienation, crime) in the light of popular beliefs, ideological programs, and critical theories. No prerequisite. (Not offered in 1980-81.)

201 NATIONALISM, ETHNICITY AND CLASS S (A)*

Mr. Handler

Ethnicity in varying contexts of techno-economic and political structures; changing patterns of ethnicity, ethnic groups and communities in America. Prerequisite: one introductory Sociology and Anthropology course.

207 SPORT AND SOCIETY

The examination of sports as social phenomena. Emphasis on the functions of various kinds of sport activity in connection with social class and ethnic category, with the maintenance of social boundaries for small groups and for entire nations, with the channeling of individual and group aggression, and with the propaganda devices for prestige hierarchies. Prerequisite: one introductory Sociology and Anthropology course. (Not offered in 1980-81.)

209 ARCHEOLOGY OF THE BIBLICAL WORLD S

Mr. Cole

A survey of archaeological research in the Near East relating to biblical history, religion, and literature. Documentary discoveries, results of excavation at selected sites in Palestine and related regions. Attention to archeological field methods and interpretive principles as applied to Near Eastern materials. Slide resources, field trips to museums, practical experience with pottery typological collections. (Also listed as Religion 209.)

210 PRINCIPLES OF SOCIAL ORGANIZATION S

Mr. Van Hoey

Basic dimensions of group structure: division of labor, authority structure, resource technology, ecological setting. Types of groups in different institutional areas. Group structure and scale of organization. Bureaucracy: theories and methods of investigation. Prerequisite: one introductory Sociology and Anthropology course.

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*7½ week course

240 DEVIANCE AND CRIME F

Mr. Muehlbauer

What social structural conditions would give rise to what forms and modes of behavior which are at variance with prevalent social practice? A close look at the relations between "blocked opportunity", poverty, etc. and collective responses from delinquency to organized crime, and the role of control agencies. Prerequisite: one introductory Sociology and Anthropology course.

250 ECOLOGY: ENVIRONMENT AND CULTURE F

Mr. Van Hoey

The ecological problem from a **social** point of view: systemic relations between the organization of a given society, the size and distribution of population, the state of the technology, the specific environment in which the society evolves. Comparative studies form the basis for the evaluation of current theory. Prerequisite: one introductory Sociology & Anthropology course.

260 LAW, POWER AND SOCIETY S

Mr. Muehlbauer

Analysis of law and political structure as processes of social control in varying types of societies, including societies without formal political institutions. Examination of the evolution of the state and the social basis of political associations as a background for political theory. Final emphasis is on American society. Prerequisite: One introductory course in Sociology and Anthropology.

270 HISTORY OF SOCIAL THOUGHT S

Mr. Handler

The works of leading sociological writers whose ideas have profoundly influenced concepts of social life in the modern world. Special attention to de Tocqueville, Marx, Weber, Durkheim and Parsons. Discussion of how their theories square with the facts and the power of these theories as instruments of historical change in the world today. Prerequisite: one introductory Sociology and Anthropology course.

271 TECHNOLOGY AND HUMAN VALUES S (B)*

Mr. Handler

Conditions and processes of industrialization in the Western world; problems related to economic development in underdeveloped nations; impact of industry on life-ways of modern man. Prerequisite: Sociology and Anthropology 110.

280 SOCIOLOGY OF SEX ROLES S

Ms. Eskilson

Theories concerning the acquisition of sex-typed behavior; social and biological influences on the roles of males and females in the 20th century United States as well as in other cultures. Feminist and anti-feminist perspectives. Images of future lifestyles and implications for social policy. Prerequisite: one introductory Sociology and Anthropology course.

301 SOCIAL SERVICE AND SOCIAL POLICY

Overview of the origins and present condition of social services in the U.S. Special emphasis on problems in the field and social policy as it affects social services. Survey of subfields (public welfare, mental health, correctional services, etc.) Prerequisite: one introductory Sociology and Anthropology course. (Not offered in 1980-81.)

310 SOCIAL RESEARCH: DESIGN F

Ms. Eskilson

Ethical (moral) and political (power) considerations regarding social research; logical links between theoretical perspectives, problem selection, and choice of empirical data; qualitative and quantitative aspects of research; and major forms of design; the research proposal. Recommended for sophomore or junior year. Prerequisite: 2.25 grade point average in all Sociology and Anthropology courses; one introductory Sociology and Anthropology course. (Also listed as Local & Regional 310.)

320 SOCIAL RESEARCH: TECHNIQUES S

Ms. Eskilson

Means and styles of seeking relevant information; data in relation to research design; observation, content analysis, questionnaires, interviews, census material. Students formulate and carry through an agreed-upon research project. Prerequisite: Sociology/Anthropology 310.

330 URBANIZATION F

Mr. Van Hoey

Levels and rates of urban concentration in function of expanding scale of organization of society; relations between techno-economic system, demographic movement and differentiation of local and regional settlement patterns. Definitions of urban problems and models of planning policy. Prerequisite: one introductory Sociology and Anthropology course. (Also listed as Local & Regional 330.)

340 DEMOGRAPHY: POPULATION DYNAMICS S

Mr. Van Hoey

Population size, socio-technical base, and environment; measurement of demographic change (fertility, mortality, migration) and demographic structure (age, sex, education, dependency, life expectancy). Determinants of demographic changes: economy, education, family planning, birth controls. Theories, models, and policies. Prerequisite: one introductory Sociology and Anthropology course. (Also listed as Local & Regional 340.)

370 SOCIAL STRATIFICATION F

Mr. Muehlbauer

A comparative study of various forms of social inequality from non-human rank and pecking orders to complex social stratifications. Analysis of various dimensions of inequality (e.g. sex, age, education, competence, wealth, power) in different forms of social organization from small intimate groups to large scale social systems. Theoretical approaches concerning the emergence and persistence of hierarchies. Prerequisite: Sociology and Anthropology 110, or consent of the instructor.

380 CULTURE AND PERSONALITY SEMINAR

Are such traits as aggressiveness or subservience, sobriety or greed, etc., constants of human nature or variants of culture? Such questions lead to research in national character and social types in different milieus under varying conditions. The course follows the development of this research in an effort to weight theory against evidence. Prerequisites: Sociology and Anthropology 110, and junior or senior standing, or consent of the instructor. (Not offered in 1980-81.)

410 SOCIAL EXPLANATION AND THEORY F

Mr. Van Hoey

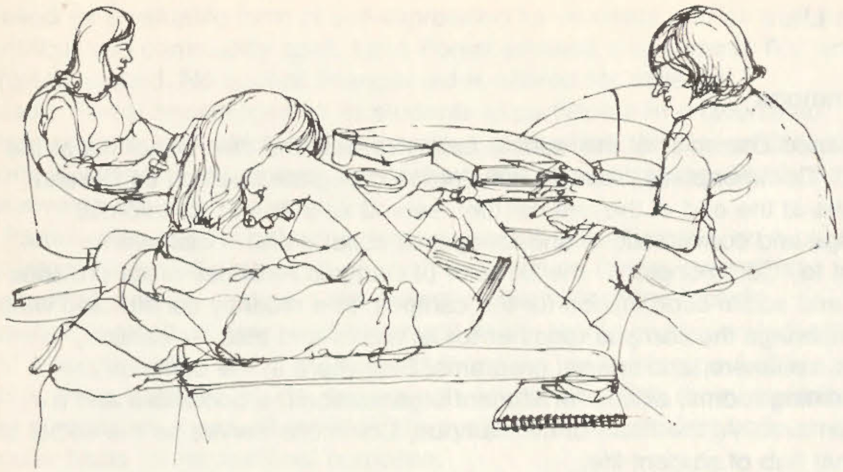
Exposition, comparison, and appraisal of major schools of thought in the history of social inquiry; heuristic orientations, contexts of explanation, and operational problems of systematic theory construction in social science. Faculty-Student Seminar. Prerequisites: Sociology and Anthropology 310.

451 INTERNSHIP

453 TUTORIAL

454 RESEARCH, INDEPENDENT STUDY

490 SENIOR THESIS



Student Life

Students in the Campus Community

The small campus environment is an integral part of the liberal arts college tradition. Students at Lake Forest in the early eighties reflect this special tradition both in the range of their activities and also in their participation in campus governance. Students are the primary catalysts at Lake Forest for the promotion and production of campus weekends, special social functions, films, concerts, lectures, and special service activities. The Director of Campus Activities works with student groups in planning and arranging for social and cultural affairs and in maintaining an all-campus calendar of events. Students participate on all academic committees, in the judicial system, and on the Board of Trustees and its relevant committees.

The design of the campus and its buildings encourages community life. In Commons students come together for meals, recreation, and special events — often to be joined by faculty. The residence halls provide students with opportunities to encounter others from different backgrounds and locales while developing individual life-styles. And as in all communities special services are needed — in this one these services have been designed to reflect Lake Forest's particular opportunities and needs. Thus, academic and personal guidance, health care, and cultural offerings are uniquely structured for Lake Forest students.

Student Life

1. Commons

The varied character of this central facility reflects the diversity of life at the College. "Commonplace," built in the English collegiate tradition as Durand Commons at the end of the last century, serves as a center for informal gatherings and conversations and for special cultural and social events. Adjacent to "Commonplace" the Director of Campus Activities office provides cultural and social coordination for the campus. In a recently constructed wing a large hall brings the campus together for its meals and also for dances, concerts, speakers, and special programs. Elsewhere in the complex are smaller dining rooms, offices for student organizations, a bookstore and a recreation area. At the heart of the campus, Commons serves as the social and communal hub of student life.

2. Residential Life

At Lake Forest the residential program is a complement to learning in other segments of the campus environment. Ten residence halls and residential clusters provide a range of living environments. The residence halls contain their own lounges, meeting rooms, study and special interest areas, intended to encourage both individual and interpersonal pursuits.

Freshmen may live with upperclassmen or other freshmen in single-sex or coed groupings.

Residence hall student staff are selected in order to foster an environment which enhances learning, promotes personal growth and responsibility, and assists students in adjusting to the Lake Forest College community.

Upperclassmen may live off-campus upon approval from the Dean of Student Affairs Office, although housing in the area is limited. In addition, some upperclassmen are affiliated with housing units based on a common interest or purpose.

3. Athletics

Lake Forest College offers an athletic program designed to serve student needs and interests on four levels: varsity intercollegiate athletics, intramurals, physical education, and recreational activities.

The intercollegiate program for men and women includes varsity competition in baseball, basketball, football, field hockey, ice hockey, soccer, handball, swimming, wrestling, softball and tennis. Intercollegiate competition is provided in lacrosse and racquetball on a club basis. The College is a member of the eleven-team Midwest Collegiate Athletic Conference which includes institutions such as Carleton, Grinnell, Lawrence and Beloit. Intercollegiate competition is viewed as a valuable form of self-expression for students and as a vital contributor to community spirit. Lake Forest athletes are students first and athletes second. No special financial aid is offered for athletics.

Lake Forest encourages all its students to participate in a diversified intramural program which includes soccer, racquetball, tennis, softball, touch football, volleyball, basketball, ice hockey, and other activities. Student interest determines the activities provided.

Participation in physical education courses at Lake Forest is on a purely voluntary basis. Offerings include such activities as tennis, swimming, racquetball and ice skating. Lake Forest's athletic facilities include baseball, football, soccer, and intramural fields; tennis courts; an indoor ice rink; and a sports center which houses a gymnasium, swimming pool, three sauna baths, three handball courts, two squash courts, wrestling room, exercise room, and gymnastics room. All facilities are available to the student body on a regular basis for recreational purposes.

4. Music

In addition to a variety of courses in applied music, theory, and music history, students may participate in the college choir or Madrigal Singers. Qualified musicians may audition for the Lake Forest Symphony Orchestra. Also, the opportunity exists for students interested in instrumental music to participate in small, informal ensembles. Students and faculty of the music department give recitals during the year and additional concerts are offered by professional musicians.

5. Theatre

Lake Forest students participate in an active campus theatre program, highlighted by a new theatre facility and professional direction. A variety of major and studio productions, open to all students, offer experience in all aspects of theatre; acting, directing, designing, costuming, lighting, stagecraft, promotions and playwriting. The season of productions is managed and staffed by the Garrick Players, an extra-curricular student organization with a campus and community history of excellence, reaching back to the last century.

The theatre program emphasizes practical experience under professional instruction and direction. Productions are directed by an on-campus Director of Theatre and on occasion by guest directors. Although a major is not offered, creative project credit is available for in-depth, specialized study and practice. Students also enroll in theatre courses in neighboring Barat College through cross-registration and participate in Barat's productions. In addition, Lake Forest sponsors internship opportunities in various Chicago theatres, offers occasional on-campus bookings of professional groups, as well as excursions into the profuse and exciting Chicago theatre scene.

6. Communications

THE STENTOR, the college newspaper, is the weekly journal of the students. The Campus Activities Office publishes a weekly CAMPUS CAPSULE which includes information on campus events and official College announcements. THE FORESTER, the college yearbook, is published annually. The fine arts magazine, TUSITALA, includes writing, drawing, and photography by students and, occasionally, by members of the faculty. COLLAGES, the foreign language literary magazine, includes original prose and poetry in French, Spanish, and German by Lake Forest College students and faculty. Several well-equipped college darkrooms are used both by photographers working on student and college publications and by students who are just becoming acquainted with the art and practice of photography.

The campus FM radio station, WMXM, broadcasting at 300 watts, is operated by students and has a daily broadcasting schedule devoted to music, sports, campus news, and special programs.

Students interested in any phase of journalistic writing, editing, or reporting, or in photography, broadcasting, or art are encouraged to participate in these enterprises.

7. Community Service

The College offers several opportunities for community service. The Social Services Club provides information and activities related to courses, research and internships in the field. A new project, started in 1978-79, helps students test a career field and at the same time, serve the community as a volunteer in social welfare, ecology or politics. The Community Service Program is coordinated by the Career Planning and Placement Office in cooperation with the Social Service Club and Interfaith Center.

Other programs developed over the last few years include a program to teach English to Spanish-speaking children (in Highland Park and Highwood, Illinois), a high school program (in Waukegan, Illinois), a project with children from housing developments (in Zion), and a project which brings Lake Forest College students into a school system as assistants to classroom teachers (also in Zion).

In working with pupils from various backgrounds, students have been able to develop a sensitivity to different cultural and economic backgrounds. At the same time, tutees have been given access to remedial education on a regular basis. Lake Forest College students also arrange field trips to both urban and rural areas.

8. Religious Activities

The College continues its traditional relationship with the Presbyterian Church. However, the College is not sectarian in its teaching and welcomes a variety of philosophical and religious points of view. Major denominations are all represented on campus and Protestant, Catholic, and Jewish congregations are located nearby. A Coordinator of Inter-faith Ministry is available to assist all students, and the staff of local churches also counsel students on campus. Two groups, a campus Christian Fellowship organization and Am Yisrael Chai, provide programs of religious activities during the year. Inter-faith services and programs are held regularly in the recently renovated Lily Reid Holt Chapel.

9. Specialized Interests

A variety of specialized groups are active on campus. Several disciplines provide cultural and social programming for their students through honorary societies. An active Outing Club provides many students with opportunities for skiing, back-packing, camping, and rock climbing on weekend trips.

10. Campus Events

The College sponsors a variety of cultural events on campus and also encourages students to take advantage of cultural opportunities in Chicago. At the Director of Campus Activities office in Commons, students may obtain information about music, art, and theatre in the city and suburbs. The office also offers a series of bus trips to a variety of major Chicago events ranging from Broadway musicals to national dance programs and professional sports. The Sonnenschein Gallery in Durand Institute is another continuing art resource.

A Friends of the Arts group solicits from community residents concert and other tickets which would not otherwise be available. As a result, many Lake Forest students are able to attend Chicago Symphony concerts and other events free of charge.

The Director of Campus Activities office is the planning center for on-campus events, lectures, exhibits, recitals, and other special events.

In addition, each year an Artist-In-Residence through the generosity of the Sonnenschein Endowment Fund is invited to the campus for an extended period of time to give poetry readings, to deliver public lectures, and to meet informally with students and faculty. Speakers representing varied interests and disciplines come to the campus throughout the year as guests of departments, as part of the Weekly Convocation series, or for short visits combining lectures with other meetings with students.

Developmental Services

A comprehensive guidance program recognizes the need for supportive counseling both in the regular course of a college education and also in the case of special, individual matters of concern. Thus, counseling takes place in a variety of settings, with more or less formality, and at the several stages of progress through a college career.

1. Residence Hall Staff

The Office of the Dean of Student Affairs selects several upperclass men and women to serve as advisors in the residence halls. In each residence hall student residence staffs — led by a Head Resident and supported by Resident Assistants — provide counseling, coordinate social programs, enforce residence hall regulations, and in general, strive to create an environment responsive to individual needs and conducive to study and growth.

2. Career Planning and Placement

The Career Counseling and Placement office assists all students — at any point during the college years — in the development of their career objectives. Individual and group counseling sessions are available to help students make informed decisions about short and long term plans. Career information conferences are held throughout the year, bringing to campus professionals from various fields to talk about their work. Information is available in the CP&P office on a wide range of careers and internships. Students are encouraged to use the files of background material about specific companies and organizations. A new project, The Community Service Program, started in 1978-79, helps students test a career field, and at the same time, serve the community as a volunteer in social welfare, ecology, or politics. A second new project, an Extern Program, is designed for sophomores and juniors to "shadow" an alumnus/sponsor during the workday. The Program helps the student who would like first-hand information on which to base career decisions. The placement process includes the development of a job strategy, interview training, facilitating contacts between students and alumni resource persons, and arranging for on or off campus interviews.

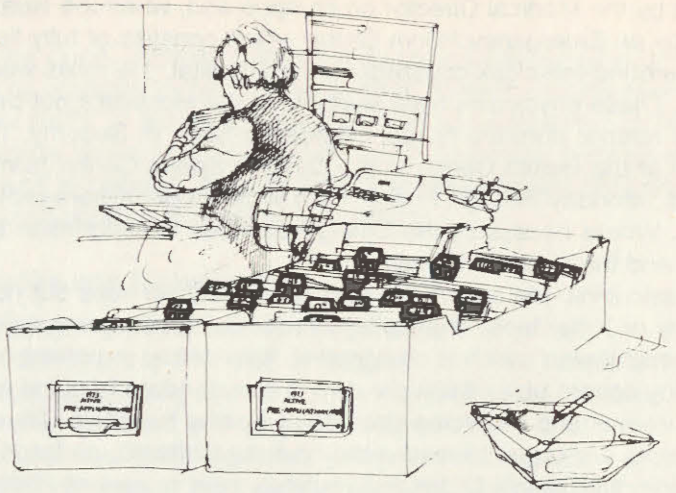
3. Counseling Center

The purpose of the Counseling Center is to aid students to become more effective, self-directed individuals. It offers, free of charge to all Lake Forest College students, professional counseling on personal, educational, or career problems. Service is offered in dealing with emotional difficulties or factors hindering a student's ability to benefit fully from their college experience. In addition, it helps in identifying aptitudes, interests, and personality traits affecting the choice of a vocation or educational program. The Office is also committed to offering Human Potential and communications workshops to students who are seeking to enhance their own growth and development.

Health Services

The College's health care program is administered by Lake Forest Hospital, under the supervision of the Dean of Student Affairs. Physicians' services are provided by the Medical Director on campus and, when the Health Center is closed, by an Emergency Room Group which consists of fully-licensed doctors offering around-the-clock coverage at the Hospital, 1½ miles west of the campus. These physicians treat students in the Hospital's out-patient clinic, following referral from the Nurse, Residence Staff, or Security. The Nurse is available at the Health Center in the campus Sports Center from 8:30 a.m. to 5:00 p.m., Monday through Friday, for a wide range of para-professional services. Where necessary the College provides transportation between the campus and the Hospital by cab.

The basic clinic fee covers the cost of medical services but no prescriptions, laboratory or X-ray fees. The College requires that students participate in its group medical plan which is designed to help defray in-patient hospital charges. This policy covers up to $100 per day of the standard hospital room rate and related hospital and physician charges at nearby hospitals. Thus, students and their parents are urged to review the coverage offered, as listed in a brochure issued from the Dean's Office and routinely sent to new students before enrollment, detailing the benefits. Family insurance planning may indicate supplementary or alternative coverage. In cases where an existing policy duplicates the College's policy a waiver of this requirement may be signed. (See Health Clinic and Hospital Fees, page 139.)



Admissions, Financial Aid College Expenses

ADMISSIONS

During its selection process the Admissions Staff at the College is primarily concerned with knowing the individual candidate. The criteria for selection include assessment of a student's program of study, academic achievement, aptitude, intellectual curiosity, qualities of character and personality, and activities both within and out of school. Lake Forest College unequivocally selects its students without regard to social background, religious affiliation, race, national origin, sex, handicap, or financial position. And this policy is manifested by the diverse nature of the student community — a diversity so necessary to the educational vitality of a liberal arts college.

Admission Procedure

Candidates for admission may obtain the required application forms by writing the Office of Admissions, Lake Forest College, Lake Forest, Illinois 60045.

Students are urged to begin the application procedure early in their final year of secondary school. Non-traditional students are encouraged to consult with the Admissions Office. There is no formal closing deadline for receipt of the application. Admissions decisions are rendered in mid to late March for all freshman candidates whose applications are complete as of March 1. For applications received after March 1, decisions will be announced as the file becomes complete.

Students who also are candidates for financial aid should make certain to file the Lake Forest Application for Financial Assistance.

Lake Forest College subscribes to the Candidates Reply Date Agreement and all regular candidates for admission (i.e. those not applying under the Early Decision Plan) will have until May 1 to notify the College of their decision to accept or decline the College's offer of admission.

Secondary School Requirements

There are no formal course requirements for entrance to Lake Forest. However, it is strongly recommended that candidates present four years of English, at least three years of mathematics, three years of one foreign language, and one or two years of work both in history and the natural sciences. All applicants are encouraged to take as much accelerated course work as possible, including formal advanced placement offerings.

Examinations

All candidates are required to present the results of the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board (CEEB) or of the American College Testing Program (ACT) test battery. These tests are used by Lake Forest College for purposes of admission, guidance, and placement. It is the applicant's responsibility to arrange with the College Entrance Examination Board or the American College Testing Program to have the test results forwarded to the College. These tests may be completed in the candidate's junior or senior year of secondary school.

The Admissions Staff may require a candidate to submit the results of one or more subject achievement tests of the CEEB where such scores are judged to be beneficial to a student's candidacy.

Personal Interview

Although an interview is not required, the Admissions Staff welcomes and encourages visits to the campus by prospective candidates and their parents. An appointment arranged in advance is appreciated. The Admissions Office is open for interviews and tours from 9 a.m. to 4:30 p.m. Monday through Friday during the calendar year, and Saturdays, 9 to 11:30 a.m. during the academic year. Telephone (312) 234-3100.

Early Decision

The purpose of the Early Decision Program is to allow a student who has determined that Lake Forest is his or her first choice to receive early notification of the admissions decision. Candidates requesting an early decision are permitted to apply to other colleges, but implicit in such a request is the commitment to attend Lake Forest College if admitted. Upon notification of admission under this plan candidates will be expected to withdraw all other college applications and to post a $100 non-refundable tuition deposit within two weeks of notification of admission.

The Admissions staff will review the applications of Early Decision candidates as soon as all required materials have reached the Admissions Office. Candidates normally will be notified of the decision two or three weeks after completion of their application.

Early Decision candidates who will require financial assistance should make certain that the Lake Forest Application for Financial Assistance (LFAFA) is filed early in the candidate's final year of secondary school in order that both admissions and financial aid decisions may be rendered simultaneously.

Deferred Admission

Students who may wish to defer their enrollment in College should complete the application procedure during the final year in secondary school. Questions and specific requests for deferred admission should be addressed to the Director of Admissions.

Admission by Transfer

Students enrolled at other colleges and universities and desiring admission to Lake Forest College are eligible to apply for admission. Generally, a transfer applicant should have achieved an overall college average of at least "C" or its equivalent and be eligible to return to his or her previous institution. If a candidate is not eligible to return to the former college or university, at least six months must have elapsed before consideration will be given.

Graduates of accredited junior colleges and recipients of the AA degree in an applicable field, if admitted to Lake Forest College, will be granted full junior standing. (The only course evaluation to be considered will be that of determining those courses applicable to the student's declared major field.)

When a transfer student is admitted to the College from a four-year college or university or from a two-year institution but is not a recipient of an AA degree, all of the courses in an applicable field he or she has taken and passed toward fulfillment of the Bachelor of Arts degree at the former institution, or the Associate of Arts degree in the case of the junior college, will be accepted toward fulfillment of the B.A. degree at Lake Forest College provided a "C" average or better has been achieved at the previous institution.

Transfer students are admitted at the beginning of each semester. For further details concerning the College's credit and residence requirement, see the section Requirements for Graduation.

All candidates for admission on a transfer basis (anyone who has been enrolled in another college or university) are required to submit the following credentials:

1) Application for admission
2) Secondary school transcript
3) Transcripts of all college work complete through the most recent term
4) A letter of recommendation from the academic dean or a teacher of the most recent college attended is requested.

FINANCIAL AID

Financial aid at Lake Forest College is not awarded as a "prize" but is granted to men and women who are unable to provide the full cost of a college education through their own reasonable efforts or through those of their family. Lake Forest is committed to the philosophy that, insofar as resources are available, no student who is otherwise qualified should be prevented from attending because of financial limitations.

An application for financial aid does not hinder a student's application for admission; indeed, the two applications are considered separately. But a student is notified of the result of both the application for admission and for financial aid simultaneously.

The College is also committed to providing prospective students and their parents with **quick** access to **accurate** information concerning the amount of aid for which a student may qualify. To this end, the College has designed an institutional aid application, the Lake Forest Application for Financial Assistance. This form may be filed with the College **at any time** during the student's final year of secondary school. Students filing the LFAFA prior to February 1, 1981, will be notified of their estimated financial need within two weeks of the College's receipt of the form. Obviously, no aid funds will be committed to a student until he or she has applied for and been granted admission. It is the College's hope, however, that the early and accurate guidance provided by the Lake Forest Application for Financial Assistance will be of help to those families who are concerned about meeting the costs of a Lake Forest College education.

Financial aid awards at Lake Forest are made for a one-year period. But if the student continues to evidence need and maintains an academic record commensurate with ability, the financial aid award will be renewed each year. Awards are always based on need.

Computation of Financial Need

In computing a student's financial need, the College calculates the total resources of the family (parents and student) that can be used as a contribution toward college expenses. Most calculations are based on several sources of funds:

●EXPECTATION FROM PARENTS: The College assumes that each family will provide the maximum amount possible from income, savings, and other assets. In addition to the family income and assets, the College takes into account the number of dependents, number of children in college, extraordinary medical expenses, certain types of debts, and unusual situations.

●EXPECTATIONS FROM THE APPLICANT: The College believes that recipients of financial aid should contribute toward the cost of their own education. In calculating a student's need, therefore, summer earnings available to be applied toward college expenses are normally assumed to be $700 prior to the freshman year with a slight increase in subsequent years.

●OUTSIDE FUNDS: Candidates for financial assistance are strongly encouraged to apply for national, state, and local scholarships for which they may be eligible and which may be used at the college of their choice — National Merit Scholarships, National Presbyterian College Scholarships, and other scholarships offered by local foundations, clubs, or business organizations. Residents of Connecticut, Illinois, Pennsylvania, Rhode Island and Vermont are required to file for these states scholarships, as awards from these programs can be used at Lake Forest College.

The ability of a student to secure outside assistance almost always works to his or her benefit and never to his or her disadvantage. Even though the gift dollars from Lake Forest College may be reduced (all awards must remain within the computed need figure), the total amount of gift funds available to the student when all sources of gift aid are added together will be equal to or greater than the gift aid provided by Lake Forest College alone.

Gift Awards

Most students who qualify for financial aid can expect much of their need to be met by grants. For the 1980-81 academic year, the Board of Trustees authorized a total of $850,000 to be awarded in the form of Lake Forest College gift dollars.

Basic Education Opportunity Grant (BEOG)

Under this provison of The Higher Education Act of 1972, each student would be "entitled" to $1,800 a year in student aid, minus his or her "expected family contribution," which would be determined by, among other things, the "effective family income, the number of dependents in the family and the number of dependents attending a college or university, the amounts of the assets of the student and/or the family, and unusual expenses."

Supplemental Educational Opportunity Grants

This program is designed to provide grant assistance to students of exceptional financial need who, without such assistance and because they lack personal financial means, would be unable to enter or remain in an institution of higher education.

The maximum amount of a single-year grant is $1,500, but the cumulative amount a student can receive is limited to no more than $4,000 over a four-year period. The Commissioner of Higher Education will prescribe to institutions of higher education the basic criteria for identifying eligible recipients.

Students do not need to make direct application for SEOG consideration. The Director of Financial Aid at Lake Forest College will notify eligible recipients when grant funds have been appropriated and the Commissioner's guidelines received.

National Direct Student Loans

In 1958 Congress passed the National Defense Education Act which provides loan funds for needy undergraduate students. While the loan program will vary slightly from year to year, Lake Forest College does apply and has received funds which allow student participation in the National Direct Student Loan Program. Students receiving financial assistance and who have additional questions regarding this program should contact the Director of Financial Aid.

Concern by Lake Forest College, the Office of Education and members of Congress regarding the national default rate on these loans has led the College to adopt the following policy:

> "A student who is in default on the payment of his/her National Direct Student Loan may be subject to have services offered by the College terminated."

Such services include, among other things, the mailing of transcripts, reporting of attendance, processing of recommendations, etc.

Guaranteed Student Loans

A state guaranteed loan program is available in all states. Participating banks and other financial institutions provide loans to full-time students; interest subsidies are made available to all students regardless of parental income. Information on this program can be obtained from your local banker, your high school counselor, or from the Office of Financial Aid at the College.

Part-Time Employment

In most cases, part-time employment on the campus or jobs established through the Federal Government's Work-Study Program range in remunerative value from $750 to $1,500. The majority of student jobs are in the dining hall, library, and various administrative offices. These jobs normally involve six to twelve hours per week. Students assigned campus employment are expected to work the entire term including examination periods.

In addition to on-campus employment, opportunities exist for employment in the community. Since Lake Forest is a residential and academic town (rather than commercial), off-campus employment generally involves jobs in local restaurants, tutoring, secretarial duties, babysitting, general housework, gardening, and others.

COLLEGE EXPENSES

Students enrolling at the College for the fall semester are expected to continue through the academic year. The programs of the College are planned and budgeted accordingly.

Senior students who require fewer than three credits in a billing period will be charged only for courses taken.

The College charges a comprehensive tuition per semester for all degree candidates registered for any load from 3 to 4½ course credits. Payment due dates and amounts are detailed on the following pages.

Course Overload Charge

Students who are registered for a course load in excess of 4½ credits in a given semester will be charged for the additional half or full credits: e.g., a load of 5 credits will be charged at an additional half-credit of tuition.

Special Charges

When available a room used for double occupancy may be requested as a single for an additional charge of $300 per year. This is known as a differential single. A differential triple will require an additional charge of $150 per year per student.

Courses for which one course credit is earned upon completion of a year's work (i.e., choir, applied music, writing tutorial) are billed in the second semester of study, during which the credit is to be received, in accordance with the above statement, College Expenses.

Additional charges for music lessons, which are billed during the first semester of study, will be subtracted from the second semester billing if the student registers for a course credit for this study.

Course work at Barat College for which a full-time student registers will be considered as part of the total Lake Forest College course load and will be billed in accordance with the above statement, College Expenses. Although credit at Barat is recorded in semester hours, the billing will be based on the Lake Forest College course credit or fraction thereof which is applicable to the student's degree. (See Cooperation with Barat College, page 22.)

Reinstatement

A $25 reinstatement fee will be charged at time of re-registration should a student's registration have been cancelled by the College as a result of non-payment of bill.

Program Leave Reimbursement

Students enrolling in "Program Leave" courses at other institutions will be required to pay the full comprehensive Lake Forest College fee at the regular due date. The other institution may require payment as well. Upon acceptance of the credit by Lake Forest College, the student's account will be reimbursed by the College for actual tuition charged, not to exceed the comparable course cost at Lake Forest.

Health Clinic and Hospitalization Fees

The $50 health clinic fee, which does not cover hospitalization insurance, is mandatory for all students.

Hospitalization coverage is required of all resident students and is optional for non-resident students. The cost to the students for the 1979-80 year was $77. A waiver form for this coverage may be obtained from the Business Office if family coverage is carried. Waivers must be approved by the Business Office by October 1, 1980, for full cancellation and by February 1, 1981, for partial cancellation.

Fines and Damage

Students will be assessed for library fines, for on-campus traffic violations, and for damage they may cause to College property.

Schedule of Payments For the 1980-81 Academic Year

1st Semester		Resident	Non-Resident
Tuition		$2620.00	$2620.00
Activity Fee		65.00	65.00
Room		412.50	
Board		512.50	
Clinic Fee		50.00	50.00
Hospitalization Insurance		77.00	Optional
Key Deposit		5.00	
	TOTAL:	$3742.00	$2735.00
1980-81 deposit		$ 100.00	$ 100.00
By August 25, 1980		3642.00	2635.00
	TOTAL:	$3742.00	$2735.00
2nd Semester			
Tuition		$2620.00	$2620.00
Room		412.50	
Board		512.50	
By January 5, 1981	TOTAL:	$3545.00	$2620.00
TOTAL CHARGES:		$7287.00	$5355.00

The Board of Trustees has specified that **all** tuition and fees are due on the dates indicated above. Any other arrangements must be made prior to such dates. The College reserves the right to evict students from residence halls and the dining hall, and to cancel registration unless the account is cleared. Past due accounts are subject to charges to one-half of one percent per month on the unpaid balance. Diplomas and transcripts are withheld from those who have not met their financial obligations to the College.

Three basic payment procedures are used:

- Standard Plan-Full payment by the dates shown above.
- Lake Forest College Prepayment Plan.
- Scheduled payments by use of an outside plan.

Billing Procedures For Partial Academic Year

Students enrolling January 15, 1981:

Tuition	$2620.00	$2620.00
Activity Fee	32.50	32.50
Room	412.50	
Board	512.50	
Clinic Fee	25.00	25.00
Hospitalization Insurance	38.50	Optional
Key Deposit	5.00	
By January 7, 1981	$3646.00	$2677.50

Refunds

A normal course load for a full-time student is from 3 to 4½ credits per semester. Only in exceptional circumstances and with written approval of the Dean of Faculty's Office, may reductions be made below the 3-course level and refunds granted. Such refunds will be computed in accordance with the policy of refunds detailed under "Withdrawal From the College", below. The same refund schedule as in the latter policy will also apply in cases where a tuition refund is authorized for a reduction from an overload to a normal load. See page 26 for definition of course overload. For tuition costs for overloads, see pages 138 and 142.

For course changes which do not fall within the normal full-time student range of 3-4½ course credits, please see information sheet regarding additional charges and/or refunds in the Business Office.

Withdrawal From The College

Withdrawal from the College is handled through the Office of the Dean of Student Affairs. The official date of withdrawal is determined by that Office. Students who participate in pre-registration, but not in room-draw, and subsequently withdraw before July 14, are entitled to a refund of the $100 deposit. There is no refund for those participating in room draw. Refunds for withdrawal from the College are recorded according to the following schedule:

1st Billing Period	2nd Billing Period	AMOUNT REFUNDED Resident	Non-Resident
On or before September 12, 1980	On or before January 23, 1981	$3130.00	$2330.00
On or before September 26, 1980	On or before February 6, 1981	2650.00	2040.00
On or before October 8, 1980	On or before February 18, 1981	2120.00	1580.00
On or before October 17, 1980	On or before February 27, 1981	1060.00	790.00
After October 17, 1980	After February 27 1981	-0-	-0-

Dismissal, Suspension, Expulsion from the College subject to the same refund schedule as Withdrawal Schedule detailed above.

Other Expenses

Part-Time Students:	
Per course	$655.00
Auditing Students:	
Per course (when the student is not enrolled full-time)	$170.00
Special Charges:	
Application Fee	$ 15.00
Course Overload for credit (includes credit by exam)*	
½ course credit	327.50
1 course credit	655.00
Music Fees (not for credit)	
.semester	115.00
Late Registration Fee	5.00
Change in registration after classes begin	3.00
Reinstatement	25.00
Room Differential Privileges	
Single	300.00
Triple	150.00

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*No special fee will be charged if credit by examination is established by a freshman student in a subject that is not covered by advanced placement tests.

Directory

ADMINISTRATIVE OFFICES AND OFFICIALS

OFFICE OF THE PRESIDENT

Eugene Hotchkiss, President
Gordon E. White, Assistant to the President and Director of Financial Aid

OFFICE OF ACADEMIC AFFAIRS

Bailey L. Donnally, Dean of the Faculty
George L. Speros, Associate Dean of the Faculty
Arthur Zilversmit, Director, MLS Program and Continuing Education
Carol Gayle Moodie, Associate Director, MLS Program and Continuing Education

OFFICE OF PUBLIC AFFAIRS

Terry G. Gibson, Vice-President for Development and Public Affairs
Gene Brandt, Director of Development
Harriette Morgan Jauch, Assistant to the Vice President
Ann S. Thompson, Development Associate
Robert D. Amaden, Advisor, Office of Development
Helene D. Lewis, Director of Public Relations, College Editor
Cathryn O. Bridges, Director of Information Services and Sports Information

OFFICE OF BUSINESS & FINANCE

Theodore R. Carlus, Vice President — Business Affairs
Leslie Thomas Chapman, Assistant Vice President — Business Affairs
Jane Shillinglaw, Assistant Business Manager
Carol Gibson, Conference Director
William G. Breining, Manager, Printing
Alphonse Zabor, Director, Physical Plant
Robert LePak, Assistant Director, Physical Plant

OFFICE OF STUDENT AFFAIRS

Eric R. Riedel, Dean of Students
William W. Dennett, Assistant Dean
Cheryll Peppers, Assistant Dean
Wayne Doleski, Director of Campus Activities
Donald T. Craft, Director, Security
, Coordinator, Career Planning and Placement
Linda Stephenson, Residence Halls Coordinator/Assistant to the Dean

OFFICE OF ADMISSIONS

Francis B. Gummere, Jr., Director
Ellen L. Syburg, Associate Director
Anthony C. Leggett, Assistant Director
Constance A. Rajala, Assistant Director
Naomi C. Tsuzuki, Assistant Director
Virginia H. Reichl, Assistant to the Director
Elizabeth A. Weber, Assistant to the Director

OFFICE OF THE REGISTRAR

Ruthane I. Bopp, Registrar

LIBRARY

Arthur H. Miller, Librarian
Jonathan Eldredge, Joann H. Lee, Patricia C. Brennan, Assistant Librarians

OFFICE OF FINANCIAL AID

Gordon E. White, Director and Assistant to the President

COMPUTER SERVICES

Michael B. Davis, Director of Computing Activities
Pamela Tunison, Assistant Director of Computing Activities

COUNSELING CENTER

Phylis M. Frankel, Director; Associate Professor of Psychology
Charles F. Behling, Associate Professor of Psychology
Ronald H. Forgus, Professor of Psychology
Dover Roth, M.D., Psychiatric Consultant
Linda Dubowsky, Counseling Center Staff
Sheila Pickard, Counseling Center Staff
Linda Wetzel, Counseling Center Staff

HEALTH

Marilyn Klepper, M.D.
Carole Hoskins, R.N.

HEAD RESIDENTS, 1980-81

Tom Leuenberger, Blackstone Hall
Rick Gould, Bradley Lodge
Keith Dudley, Deerpath Hall
Vicki Kosydor, Gregory Hall
Linda Stephenson, Harlan Hall
Ginger Campbell, Lois Hall
Greg Zielinski, McClure Hall
Debbie Naughton, Moore Hall
Woody Price, Nollen Hall
Joyce Jones, Roberts Hall

PHYSICAL EDUCATION AND ATHLETICS

Michael E. Dau, Director; Football and Handball Coach
Elizabeth A. Burke, Volleyball and Basketball Coach
Jeri Findlay, Field Hockey and Softball Coach
Tony Fritz, Hockey and Soccer Coach
John Leonard, Swimming Coach
Charles E. Miller, Basketball Coach
Lucille Ramsey, Women's Tennis Coach
Paul Toricelli, Men's Tennis Coach
Dennis Yanta, Baseball, Assistant Football Coach

TRUSTEES

OFFICERS:

Charles A. Meyer, Chairman
Wesley M. Dixon, Jr., Vice Chairman
Francis C. Farwell II, Secretary

CHARTER TRUSTEES:

Class of 1981

Francis C. Farwell II (1958), Partner, William Blair & Company
James P. Gorter (1971), Partner, Goldman, Sachs & Company
Mrs. Marc Hollender '42 (1977), Nashville, Tennessee
Paul S. Horovitz '66 (1977), Horovitz, Gordon & Robbins
Mrs. Richard W. Simmons (1973), Lake Bluff, Illinois
James D. Vail (1977), American Hospital Supply Corporation

Class of 1982

Wesley M. Dixon, Jr. (1966), Vice Chairman, G. D. Searle & Co.
Russell W. Fisher, (1979), President, Jasper Corporation
Stanley M. Freehling (1972), Partner, Freehling & Company
Mrs. A. S. Hart, Jr. (1979), Lake Forest, Illinois
Frank S. Read (1971), Chairman, First National Bank of Lake Forest
Hugo Sonnenschein '44 (1974), Partner, Martin, Craig, Chester and Sonnenschein

Class of 1983

Earl J. Barnes (1973), Assistant Secretary, Jewel Companies, Inc.
Richard D. Challener (1975), Chairman, Department of History, Princeton University
Robert M. James (1979), Senior Lecturer in Business Administration, University of Chicago
Mrs. H. Ernest Lafontant (1969-73; 1975), Partner, Lafontant, Wilkins & Butler
Charles A. Meyer (1974), Senior Vice President, Sears, Roebuck & Company
William L. Powell '51 (1979), President, William L. Powell and Company

Class of 1984

Mrs. Henry Bartholomay '70 (1976), Northfield, Illinois
James R. Donnelley (1974), Vice President; R.R. Donnelley & Sons Company
Arthur G. Hailand, Jr. (1968), Chairman, Butler Aviation International, Inc.
John E. McGovern, Jr. (1972), Partner, Wilson and McIlvaine
William F. Souders '52 (1975), Executive Vice President, Xerox Corporation
Howard C. Shank '42 (1978), Chicago, Illinois

EX OFFICIO:

Eugene Hotchkiss III (1970), President, Lake Forest College

NATIONAL TRUSTEES:

Class of 1981

Clark W. Fetridge '69 (1977), President, Dartnell Corporation
Daniel A. Gescheidle '57 (1977), President, ABC Affiliated Distributors, Inc. and United Institutional Distributors, Inc.

Class of 1982

Joseph G. Hodges, Jr. '65 (1976), Davis Graham & Stubbs
Bruce R. Taylor '79 (1980), Wheelabrator-Frye

Class of 1983

J. B. Brown '45, (1979), President, Calmark Properties, Inc.
Mrs. Joseph Lindner, Jr., M.D. '50 (1975), Short Hills, New Jersey
William V. Shannon '52, (1979), President, Gannett Newspaper Advertising Sales

Class of 1984

Mrs. Peter E. Guernsey '71 (1976), Mt. Kisco, New York
Robert P. Tiernan '49 (1980), Vice President, Administration and General Counsel, AMPCO Foods Incorporated

EX OFFICIO:

Mrs. Thomas H. Dittmer (1980), Chairperson, Lake Forest College Women's Board
Maurice F. Dunne, Jr. (1975), President and Dean of the Lake Forest School of Management
Mrs. Frank Mohr '52 (1980), President, Alumni Board of Governors

LIFE TRUSTEES

Miss Lilace Reid Barnes (1944-61), Lake Forest, Illinois
George R. Beach (1955-1974), Midwest Regional Manager (ret.), E. I. DuPont de Nemours & Company
Francis Beidler II (1933-64), President, Santee River Cypress Lumber Company
Mrs. Richard Bentley (1950-62), Lake Forest, Illinois
Gardner Brown (1965-1975), Limited Partner (ret.), White, Weld and Company, Inc.
Mrs. James H. Douglas, Jr. (1967-1969), Lake Forest, Illinois

James R. Getz (1962-1976), Real Estate Management, Lake Forest, Illinois
John H. Haugh '31 (1965-74, 1976-78), President, Tucson Tallow Co., Inc.
Miss Mary Longbrake '35 (1969-78), Vice President (ret.), The Northern Trust Company
Kenneth F. Montgomery (1964-71), Consultant, Wilson and McIlvaine
Mrs. William R. Odell (1950-1976), Charlottesville, Virginia
Eric Oldberg M.D. (1964-1971), Lake Forest, Illinois
Philip L. Speidel '19 (1951-1968), President (ret.), First National Bank of Lake Forest
Frank L. Spreyer '35 (1961-69; 1970-79), Executive Vice President (ret.), Jewel Food Stores
Ernest H. Volwiler (1950-1966), President (ret.), Abbott Laboratories
Harris E. Wilder (1933-1968), Vice President, The Illinois Company Inc.
J. Howard Wood '22 (1944-1967), Director, The Tribune Company

THE FACULTY

Eugene Hotchkiss (1970) A.B., Dartmouth College; Ph.D., Cornell University
President of the College

Donald E. Bartlett (1958-1979), B.A., William Penn College; M.A., Harverford College; B.D., McCormick Theological Seminary; Ph.D., Yale University
Professor of Religion, Emeritus

Martha Lydia Biggs (1937-1972), B.A., Lake Forest College; M.S., University of Illinois
Librarian, Emerita

Esther DeMerritt (1959), Grinnell College
Associate Director of Admissions, Emerita

Marvin C. Dilkey (1955-1976), B.A., DePauw University; Ph.D., Cornell University
Professor of German, Emeritus

Richard Watson Hantke (1942-1973), Ph.B., Ph.M., Ph.D., University of Wisconsin
Professor of History, Emeritus

Harald Christen Jensen (1942-1973), B.A., Iowa State Teachers College; M.S., State University of Iowa; Ph.D., Northwestern University
Beidler Professor of Physics, Emeritus

Elizabeth Teter Lunn (1930-35, 1946-70), B.A., Wellesley College; M.A., Ph.D., Northwestern University
Professor of Biology, Emerita

Herbert A. Nicholaus (1942-1974), B.A., Lawrence College; Ph.M., Ph.D., University of Wisconsin
Professor of Economics, Emeritus

Walter W. Pese (1946-1974), Abiturium Goerlitz; M.A., Ph.D., New School for Social Research
Professor of History, Emeritus

Edwin Clark Reichert (1946-1974), B.A., University of Wisconsin; M.A., Ph.D., University of Minnesota
Professor of Education, Emeritus

Bertha L. Reynolds (1946-71), B.S., Mississippi State Teachers College; M.S.C., University of Denver
Assistant Professor of Economics, Emerita

Ruth Baker Sharvy (1967-1975), B.A., University of Wisconsin
Assistant Librarian, Emerita

Arthur W. M. Voss (1941-42, 1946-1976), B.A., M.A., University of Kansas; Ph.D., Yale University
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Nicholas J. Wasylik, (1958-1979), B.S., Ohio State University; M.A., Columbia University
Physical Educator and Coach, Emeritus

Ronald Boal Williams (1932-1967), B.A., M.A., Ph.D., State University of Iowa
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Robert A. Baade (1973), B.A., University of Wisconsin (Whitewater); M.A., Ph.D., University of Wisconsin (Madison)
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***Joseph H. Carens** (1975), A.B., College of the Holy Cross; M.Phil. (Religious Studies), M.Phil. (Political Science), Ph.D., Yale University
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College Organist

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w/ of Art

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Dates in parenthesis indicate year of original appointment to the faculty and length of service
‡Part-time teaching, 1980-81
†Sabbatical leave of absence, 1980-81
††Sabbatical leave of absence, Fall term, 1980
†††Sabbatical leave of absence, Spring term, 1981
*Leave of absence, 1980-81
**Leave of absence, Fall term, 1980
***Leave of absence, Spring term, 1981

THE ALUMNI ASSOCIATION

Through a network of Regional Councils under the governance of a national Board of Governors, the alumni keep aware of and active in the ongoing life of the College. The Office of Alumni Affairs is responsible for coordinating and promoting the various programs put forward by the Association, and functions as the liaison between the Regional Councils and the College.

Among the many alumni volunteer activities is the Alumni Admissions Representative Program. Through it, alumni representatives assist the Admissions Office in identifying potential candidates for admission. The representatives also are frequently called upon to follow-up in their areas on students who are in various stages of the admissions process. Informal receptions for newly-admitted students and their parents, attended by the Director of Admissions and members of the faculty, are hosted each spring by the alumni. Other activities include: assisting the placement office in finding jobs for graduating seniors or summer employment for currently enrolled students; supporting the academic-professional internship (work-study) program by making positions available to students; representing the College at appropriate civic and academic functions; assisting in the identification of fund raising potential among foundations, friends, and alumni; and helping to develop regional programs of local interest.

Locally, the Office of Alumni Affairs participates in activities designed to bring the college community and the greater Chicago area into closer contact by presenting student-facutly programs on campus and off, and by coordinating arrangements for the annual Homecoming celebration. The Office also maintains files of current addresses and biographical data on all former students.

The major College publication which provides a continuing relationship with the alumni is SPECTRUM, a tabloid published six times annually.

Alumni Board of Governors

President: Jean Whyte Mohr '52

LAKE FOREST SCHOOL OF MANAGEMENT

The Lake Forest School of Management, formerly the Advanced Management Institute (AMI), is located on the College Campus. Lake Forest College and the Lake Forest School of Management have shared facilities since the School was originally founded as the Industrial Management Institute in 1946. Each is independently accredited and governed; both cooperate in many ways.

For the LFSM, the College offers the physical and academic environment of a nationally known collegiate institute. LFSM brings to the college campus a number of students and the attention of industries, all concerned with quality education.

The Lake Forest School of Management offers development programs for management personnel, in cooperation with more than two hundred companies in the Chicago metropolitan area. The School confers both a Master of Business Administration (MBA) degree and a Master of Science in Management (MSM) degree. It also offers The Managers Program, a modularized one-to-three-year program of management development courses culminating in a diploma, plus special-topic seminars under a separate continuing education program.

Geographic Distribution* of Students 1979-80
(September, 1979)

State	Number				
Alaska	1	Kentucky	4	Oregon	1
Arizona	2	Louisiana	1	Pennsylvania	19
Arkansas	1	Maine	2	Rhode Island	10
California	10	Maryland	3	South Carolina	1
Colorado	17	Massachusetts	83	South Dakota	3
Connecticut	41	Michigan	21	Tennessee	28
Delaware	6	Minnesota	13	Texas	1
District of Columbia	1	Missouri	15	Virginia	9
Florida	11	Nebraska	3	Washington	2
Hawaii	1	New Hampshire	4	West Virginia	1
Idaho	1	New Jersey	30	Wisconsin	22
Illinois	489	New York	62		980
Indiana	17	North Carolina	3		
Iowa	7	Ohio	30		
Kansas	1	Oklahoma	3		

Foreign Country	Number				
Argentina	1	Japan	1	Total States	40
Belgium	1	Nigeria	2	Total Foreign Countries	13
Canada	4	Puerto Rico	1		
Colombia	1	Saudi Arabia	2		
Greece	1	Sweden	1		
Iran	2	Venezuela	2		
Israel	1		20		
		TOTAL	1000		

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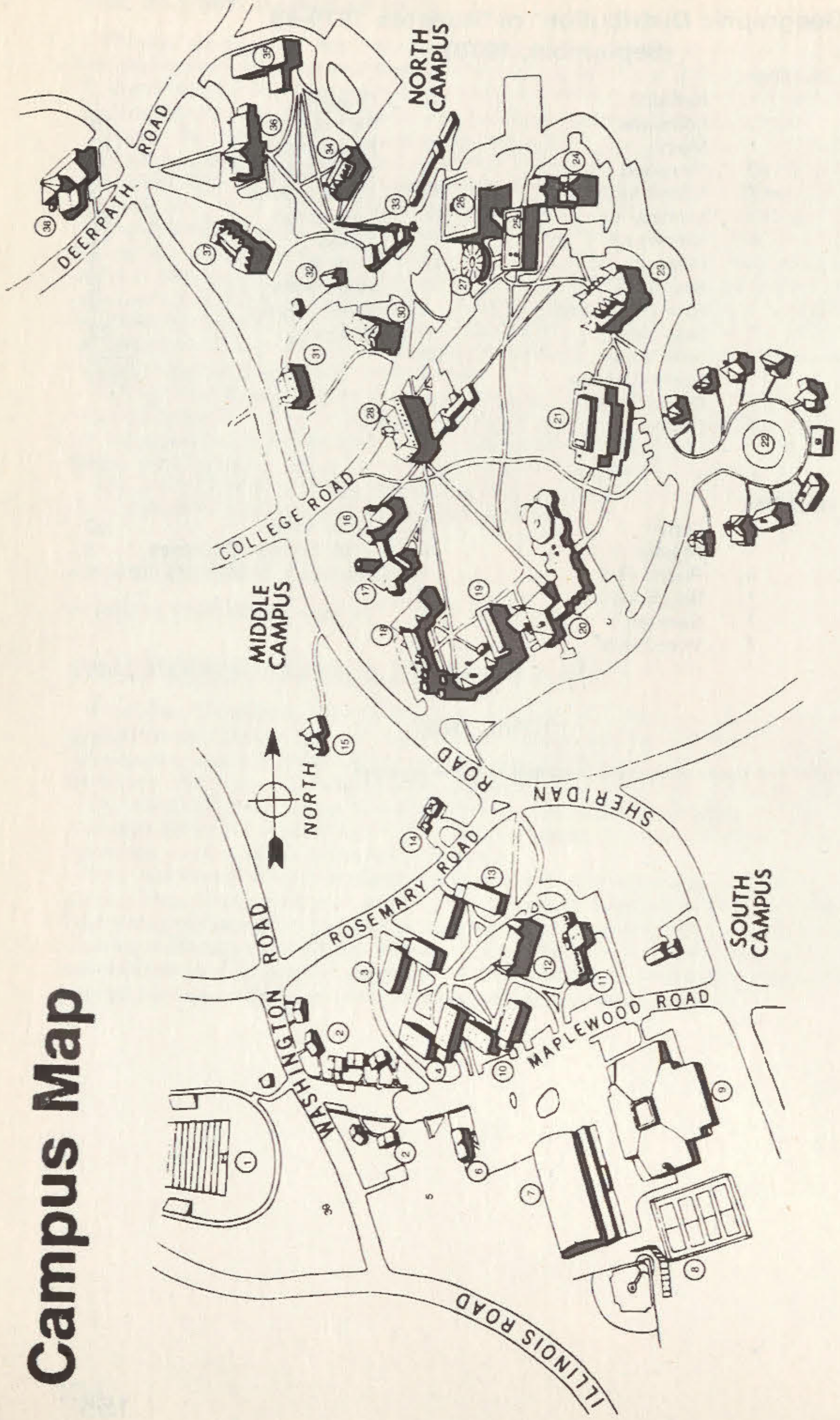
*Geographic distribution compiled from student home address, regardless of student citizenship.

Campus Map



LEGEND

1. Farwell Field
2. Campus Houses
3. Gregory Hall
4. McClure Hall
6. Lake Forest School of Management
7. Alumni Memorial Field House, Ice Rink
8. Tennis Courts
9. Sports — Health Center
10. Roberts Hall
11. Hixon Hall (Theatre)
12. Moore Hall
13. Nollen Hall
14. President's House
15. Glen Rowan
16. Reid Hall
17. Lily Reid Holt Memorial Chapel
18. Blackstone Hall
19. Harlan Hall
20. Durand Commons
21. Donnelley Library
22. Campus Circle
23. North Gym
24. Carnegie Hall
25. McCormick Auditorium
26. Johnson Science Center
27. Freeman Science Library
28. College Hall
30. North Hall
31. Patterson Lodge (Admissions)
32. Ravine Lodge
33. Physical Plant
34. Bradley Lodge
35. Deerpath Hall
36. Durand Art Institute
37. Lois Durand Hall
38. Presbyterian Church
39. Halas Hall

INDEX

Due to the nature of a college bulletin, some subjects are not covered in depth in this book. For that reason the following index is cross-referenced to the Lake Forest College Student Handbook to provide more information for those who wish full details. The Handbook is available upon request to the Office of the Dean of Student Affairs, Lake Forest College.

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Ednatha C. Scholz . . . . .Bulletin Editor

ADDITIONAL INFORMATION
about Lake Forest College is available by writing to the

DIRECTOR OF ADMISSIONS
. . . for admission forms, publications about the College, and materials outlining special academic programs on campus and off

DIRECTOR OF FINANCIAL AID
. . . for further details on requirements for and availability of financial aid

REGISTRAR
. . . for specifics on transcripts, registration, and transfers of credit

DEAN OF STUDENT AFFAIRS
. . . for particulars on housing arrangements and on extra-curricular student activities.

SHOULD YOU BE VISITING LAKE FOREST COLLEGE
. . . the campus is located in the North Shore community of Lake Forest, approximately 25 miles north of Chicago via Edens Expressway and U.S. 41. The College Admissions Office is found on Middle Campus, corner Sheridan and College Rds., and is open for interviews and campus tours Monday through Friday, 9 a.m. to 4:30 p.m. the calendar year and Saturdays, 9 to 11:30 a.m. the academic year.

It is suggested that appointments for interviews and tours be made in advance of your visit to the Lake Forest College campus.
Telephone (312) 234-3100.

Lake Forest College does not discriminate against any persons because of race, color, sex, religion, or national or ethnic origin in its education program, activities, or employment. In addition, Lake Forest College is required by Title IX and regulations thereunder not to discriminate on the basis of sex in educational programs, activities, and employment. Lake Forest College does not discriminate on the basis of handicap against any otherwise qualified person by denying participation in, or the benefits of, any College program or activity.

The campus coordinator for Title IX (prohibiting sex discrimination) is the Personnel Officer, to whom inquiries concerning Title IX may be referred. The campus coordinator for Section 504 of the Federal Rehabilitation Act of 1973 (prohibiting Handicap discrimination) is Mr. Gordon White, Assistant to the President of the College.

Lake Forest College Bulletin
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